

Marine Corps University Command and Staff College Catalog



AY 2001-2002

College Snapshot

The College

The Marine Corps Command and Staff College, including its School of Advanced Warfighting (SAW), provides intermediate and advanced-intermediate level professional military education to field grade officers of the Marine Corps, other services and agencies, and foreign countries to prepare them for command and staff duties with Marine Air Ground Task Forces (MAGTFs) and for assignment with joint, multi-national, and high-level service organizations.

The Campus

The College, located within the Marine Corps University complex aboard the Marine Corps Combat Development Command, Quantico, Virginia, is approximately 45 minutes south of Washington, DC, via Interstate Highway 95. In addition to MCCDC schools, Quantico is also home to the Marine Corps Systems Command, Marine Corps Intelligence Activity, Marine Security Guard Battalion, and portions of Headquarters, Marine Corps.

The Faculty

The faculty is a unique blend of military officers and civilian professors. The military faculty are all senior service school graduates from all four services and various military specialties. The civilian professors (all with doctorates) have been chosen for their proven ability to teach military history, strategy, international relations, and the operational art of war.

The Students

Command and Staff College: The typical student body consists of 99 U.S. Marine Corps officers, 24 Naval officers, 12 Army officers, 14 Air Force/Air National Guard, one Coast Guard officer, 24 International Military students, and up to 12 professionals from civilian federal government agencies.

School of Advanced Warfighting: The SAW class can consist of up to 24 officers, including 15 Marines, plus sister service and international officers.

The Masters Program

All students completing their studies in good standing receive a diploma. CSC students also have the option to pursue the Master of Military Studies degree. This optional degree requires significant additional study and effort.

From the Director, Command and Staff College

Congratulations on your selection to attend this year's course and welcome to Quantico--a superb professional experience awaits you. The College is evolving, not in reaction to, but in anticipation of the far-reaching effects of military education vital to the continued excellence of Marine Corps leadership. My desired end state for this institution is for it to become, and remain, the premier WARFIGHTING school in the Professional Military Education system. Our "line of departure" was the accreditation of the College by the Chairman of the Joint Chiefs of Staff for Phase I Joint PME--the first intermediate level service school so designated and the first to have that accreditation reaffirmed. In addition, the Marine Corps University is now regionally accredited by the Southern Association of Colleges and Schools to award a Master of Military Studies degree through the Command and Staff College, thus completing our cycle of full accreditation.

At the same time, the challenges to the faculty to develop and execute a relevant, professionally-oriented curriculum, employing both contemporary and developing educational methods, are formidable. The accreditation is evidence of our ability to meet those challenges. Another clear indicator is your demonstrated ability to function effectively as leaders and planners in follow-on command and staff duties. You must come prepared to read widely, think critically, and grow professionally.

Your fellow officers join you from all branches of our services, other countries, and civilian agencies with a wealth of experience and knowledge to share. The resident faculty is a carefully selected blend of professional military officers, experienced in various specialties and graduates of senior service schools, and civilian professors--who have been chosen for their proven ability to instruct and mentor on subjects such as military history, strategy, international relations, and the operational art. We are reinforced by equally impressive visiting professors and adjunct faculty who are experts in many fields which lend depth and focus to specific segments of the curriculum. With this superb combination of faculty and staff, you will be well educated in the complexities of the operational level of war.

Again, welcome to the College and a professionally enriching experience.

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Course Schedule

AY 2001-2002

1st SEMESTER - ART AND SCIENCE OF WAR6 AUG - 19 DEC 2001

Theory and Nature of War	8 Aug - 20 Sep
Art of Command (Chancellorsville)	17 Aug
Art of Command (Morality, Law and War).	30-31 Aug
Art of Command (Civilian-Military Relations)	21 Sep
Strategy and Policy	24 Sep - 25 Oct
Art of Command (Gettysburg)	29-30 Oct
Operational Level of War	1 Nov - 14 Dec
Art of Command (Military Leadership in Tactical Scenarios)	8-9 Nov
Art of Command (The Commander and Organizational Culture)	18-19 Dec

2nd SEMESTER - WARFIGHTING...FROM THE SEA3 Jan - 24 MAY 2002

(Holiday Break 21 Dec - 2 Jan)	
MAGTF/Defensive/Offensive/Amphibious/Joint Operations	3 Jan – 5 Apr
Electives Program.....	10 Jan - 14 Mar
Art of Command (Operational Level of War)	25-26 Mar
Final Exercise	8-23 Apr
Military Operations Other Than War	25 Apr - 23 May
Art of Command (Leadership Challenges in MOOTW)	28-29 May

GRADUATION..... 5 June 2002

Chapter One

*~The Marine Corps University~
and
~Professional Military Education~*

The Marine Corps University and Professional Military Education

BACKGROUND

In 1985, after a thorough review of the military education system, the Marine Corps began a series of changes designed to institutionalize the officer and enlisted Professional Military Education (PME) programs. Over the next several years, PME structure and curriculum reviews were completed outlining the professional development programs for the Marine Corps' noncommissioned officers (NCOs), staff noncommissioned officers (SNCOs,) and officers. These reviews, still ongoing, resulted in the establishment of the Marine Corps University (MCU) in August, 1989.

The Marine Corps University was established to reinforce the concept of PME as a "mainstream" part of every Marine's career. Comprised of the NCO School, SNCO Academy (and affiliated SNCO academies), The Basic School (TBS), Amphibious Warfare School (AWS), Command and Control Systems School (CCSS), Command and Staff College (CSC), The School of Advanced Warfighting (SAW), and the Marine Corps War College (MCWAR), MCU provides a focal point for all PME programs.

The University provides the continuum for PME in the Marine Corps. All resident and nonresident PME, from a corporal attending his/her first NCO school to a lieutenant colonel attending our senior service school, MCWAR, is the domain of the University. (Note: hereafter in this catalog, the terms his or he will be used merely for the purposes of simplicity and brevity).

PHILOSOPHY OF PME

PME is the lifelong study of the foundations of the military profession. It is designed to equip Marines with the skills, confidence, understanding, and vision to exercise sound military judgment in battle. All officers, staff noncommissioned officers, and noncommissioned officers participate in this program.

OFFICER PME. Of particular interest to the inbound students of the Command and Staff College is the role of the College in the overall Marine Corps Officer PME program. The objectives of this program are to develop officers skilled in the employment of combat forces and the conduct of war; instill in these officers the skill and knowledge necessary to make sound decisions in progressively more demanding command and staff positions; improve the professional backgrounds and military education of officers, subsequently improving operational excellence of both single-service and joint military forces; and finally to develop strategic thinkers and operational level warfighters. A discussion of the five officer PME levels follows:

{ PRECOMMISSIONING LEVEL. Conducted by the service academies, ROTC units, and Officer Candidate School (OCS). OCS is located at Quantico, and integrates its program with those of the other commissioning programs to meet the Marine Corps' needs.

{ PRIMARY and CAREER LEVELS. Conducted at Quantico by TBS, AWS, and CCSS. These schools focus on developing proficiency in military specialties and the tactical employment of military units.

a. TBS is a six-month primary course attended by all second lieutenants after commissioning. The course lays the foundation of officer basics prior to initial military occupational specialty training and assignment to the Fleet Marine Force (FMF).

b. AWS is a nine-month career course provided to captains. It is designed to enhance the skills and knowledge needed to operate effectively on a MAGTF staff or in a command billet as a captain or a major. AWS provides the first study of joint service operations.

c. CCSS is a 10-month AWS equivalent with a communications and information systems orientation that emphasizes command and control functions within the MAGTF.

{ INTERMEDIATE LEVEL. Conducted at Quantico by the 10-month CSC course, and its follow-on advanced 11-month course, the School of Advanced Warfighting (SAW), it is designed to prepare majors for MAGTF, departmental, joint and high-level service staff assignments. CSC provides its students phase I professional joint education (PJE).

{ SENIOR LEVEL. Conducted at Quantico, MCWAR is a 10-month war college of advanced strategic studies that prepares graduates for follow-on assignment as members of the CSC faculty and for subsequent senior command and staff responsibilities.

{ GENERAL OFFICER LEVEL. Normally conducted within the Washington, DC, area. Education at this level is inherently joint in nature. Its focus is on theater-level joint and multinational operations and the highest levels of strategy. General officer education is provided by the National Defense University.

The following table graphically portrays the Marine Corps officer education continuum within the overarching officer professional military education framework. As can be seen from the previous descriptions, the MCU has the key role in this process.

OFFICER PROFESSIONAL MILITARY EDUCATION FRAMEWORK					
GRADE	CADET/MIDSHIPMAN	0-1/0-2/0-3	0-4	0-5/0-6	0-7/0-8/0-9/0-10
LEVEL OF MILITARY EDUCATION	PRE-COMMISSIONING	PRIMARY	INTERMEDIATE	SENIOR	GENERAL/FLAG
EDUCATIONAL INSTITUTIONS AND COURSES	SERVICE ACADEMIES ROTC OCS/OTS	▼Basic & Advanced Branch or Warfare Specialty Schools ▼Primary Level PME Courses	▼Air Command and Staff College ▼Army Command and General Staff College ▼College of Naval Command and Staff ▼Marine Corps Command and Staff College ▼Naval Postgraduate School ▼Armed Forces Staff College (Joint & Combined Staff Officer School)	▼Air War College ▼Army War College ▼College of Naval Warfare ▼Marine Corps War College ▼Industrial College of the Armed Forces ▼National War College ▼Armed Forces Staff College (Joint & Combined Warfighting School)	▼Capstone ▼Joint Flag Officer Warfighting Course ▼Joint Forces Air Component Commander Course ▼Seminars/Courses
LEVEL OF WAR EMPHASIZED	CONCEPTUAL AWARENESS OF ALL LEVELS	STRATEGIC 			

Chapter Two

~Command and Staff College~

Marine Corps Command and Staff College History

by Dr. D. F. Bittner

In 1920, the Command and Staff College (originally called The Field Officers' Course) welcomed its first students. Through the years, its name has changed as follows: Field Officer's School/Course (1920-33), the Second Year Class (1933-35), the Senior Course (1935-41), Command and Staff Course/School (1943-46), the Senior School (1946-64), and finally--the Command and Staff College (1964 to present). The course of study has always been that of an "academic year," which in reality has usually been between eight and 10 months.

The school has suspended its course of study only once: In January 1941, the 1940-41 Academic Year graduated several months early and succeeding classes were cancelled due to a need for field grade officers in a rapidly expanding Marine Corps. Between 1943-46, it was reopened as a 12-week "nuts and bolts" course with a mission of teaching basic staff techniques needed for a Marine Corps whose offensive combat elements would eventually grow into six divisions organized into two amphibious corps, four aircraft wings, and various support units. In 1946, the previous sequence of academic years resumed and has continued uninterrupted through three "wars" and many minor conflicts.

From the beginning, the basic mission has been to prepare field grade officers for command and staff duties at their current and future grades. Essentially, this mission has remained since 1920, although the focus of the Marine Corps and its organization have changed considerably in the ensuing eight decades.

Originally, the curriculum was modeled after the two institutions most familiar to its instructors and students in concept, organization, and content: the U.S. Army schools at Fort Benning and Fort Leavenworth. Both featured an infantry orientation in support of continental ground campaigns. An Army presence also quickly appeared with the first soldier attending the 1921-22 course. The last pre-World War II Army student graduated in 1932, with another Army student not arriving until 1943.

Despite this initial Army focus, an embryonic naval perspective gradually appeared in the course of study. In 1925 the first U. S. Navy officer joined the faculty, and the first Navy officer students arrived for the 1928-29 Academic Year. Ten years later, in the 1938-39 course, seven of 29 students were U. S. Navy officers. Meanwhile, the push towards a stronger naval emphasis in the curriculum grew, and by the 1930-31 academic year 216 hours of instruction in "landing operations" were part of the course of study.

By then, a struggle occurred for the "heart and soul" of the Marine Corps. Much of this struggle was waged at Quantico and within the professional educational system of the Marine Corps, most specifically within the College. The struggle focused on the development of an *offensive* amphibious mission for the Marine Corps. This meant a mission leading to the seizure of defended beaches as part of a naval campaign and not just the defense of advanced naval bases.

By 1934, major changes had occurred at the College, reflecting what had occurred in the Corps. The instructional departments were patterned after the basic staff functions in the newly

established Fleet Marine Force. More importantly, a revised course used instructional materials based on Marine Corps equipment, Marine Corps organizations, and Marine Corps problems set within a maritime operational scenario.

This led to a complete shift in the focus and content of the curriculum towards amphibious operations and away from its former predominately Army orientation. Until 1941, this remained the focus of the College as it educated its officers for the war in the Pacific--a prospect that its faculty and students saw looming in the immediate future. Without exaggeration, it can be said that the College, and the company officers course which evolved into the Amphibious Warfare School, were the vehicles used to inculcate the new role, mission, and capability of amphibious warfare into the officer corps.

As World War II approached, the Marine Corps was forced to prioritize several competing needs. As it quickly expanded in size, a need arose to screen officer candidates, train company grade officers, and staff key positions in the Fleet Marine Force. These requirements assumed higher priorities than the mission of educating and training field grade officers.

Thus, in January 1941, the College suspended classes and its staff and students assumed other duties associated with these new requirements. By 1943, the Corps recognized the need for school-trained, field grade officers with commensurate skills to serve in the Pacific Theater at regimental, division, and corps levels. Thus, an operationally oriented "Command and Staff Course," soon renamed "Command and Staff School," opened at Quantico.

Its 12, three-month courses taught students the command and staff skills deemed immediately necessary in the Pacific Theater of Operations, with a primary focus on the amphibious assault and subsequent operations ashore. In a reversal of prewar policies, international officers also attended the school during the Second World War. During that conflict, officers from Australia, Canada, France, New Zealand, the Netherlands, and the United Kingdom graduated from the 12-week Command and Staff School.

After V-J Day, the Marine Corps confronted both demobilization and its new responsibilities in the postwar world. In 1946, it reestablished the former three-tiered, professional military education system which had previously served it so well. The initial, full-year academic course for the College, now named "Senior School," commenced in September 1946. The curriculum remained focused on the amphibious mission, with instruction now rooted in both theory and the lessons learned from actual combat operations in World War II. However, in these years, the curriculum reflected the changed technology of the decade after the war as the implications of both the atomic age and the use of helicopters were incorporated into the course of study.

Into the 1960's, amphibious warfare remained the primary focus of the curriculum. However, the school, in 1964, now officially named the "Command and Staff College," adjusted to events in a rapidly changing world. Counterinsurgency and computer instruction were added to the curriculum. Also, the teaching method shifted away from one relying solely on lectures to one combining them with the seminar mode of learning. This combined method, which continues today, has thus achieved the stated goal of the school's initial Director, Colonel John C. Beaumont, who wrote in 1920 to the Major General Commandant, John A. Lejeune, that this would be the desired method of instruction.

Through the 1970's and into the 1980's, amphibious operations retained their position as the heart of the College's course of instruction. However, in the 1982-83 academic year, major curriculum reforms occurred to enhance instruction. These included the return of military history (non-tactical) to the core curriculum, an execution phase to all operational problems, and extensive use of computers in operational and academic instruction.

By the 1989-90 academic year, further changes occurred in the curriculum--potentially the most significant since the 1930's. The course of instruction now rests on three foundations: military history, operational techniques, and operational and tactical doctrine, plus the integration of joint professional military education. Woven into this is instruction on the Marine Air Ground Task Force (MAGTF) so all graduates will be cognizant in a detailed sense of MAGTF operations. To implement this, the first year curriculum of the College has been divided into the following major areas: Art and Science of War (Theory and Nature of War, Strategy and Policy, Operational Level of War); Warfighting From the Sea (Joint, Defensive, Offensive and, Amphibious Operations, and Military Operations Other Than War); and the Art of Command.

In the 80-plus years of its history, the Marine Corps Command and Staff College curriculum has evolved from one emulating the U.S. Army Command and General Staff College to one rooted in the Marine Corps' roles and missions in both Naval expeditionary force and Joint Task Force operations. The College educates its officers in the professional skills needed to function on the contemporary battlefield and with the knowledge necessary to place such operations within a larger national security context.

Command and Staff College Philosophy

Marine Corps Professional Military Education (PME) is designed to provide the structure described in MCDP 1. Command and Staff College has responsibility for resident and distance learning PME for all Marine Corps majors. Subsequently, the schools and courses designed, managed, and presented at Command and Staff College are integrated into the Marine Corps' overall PME framework.

Command and Staff College is a "college" in every sense of the word. As a military organization, CSC is the parent unit of the Officers, NCOs, and civilians who prepare, present, and support the programs of the "college." As an educational institution, the College is a combination of two *resident* schools (CSC and SAW), and the attendant programs that support development of the educational process.

The environment we wish to create combines rigorous academic challenges and freedom to speak and think. It capitalizes on the discipline and maturity of our students. Our goal is not to teach the student what to think, but instead to provide a decision-making framework for the situations he or she will face as service continues. With support from the Marine Corps University and the Marine Corps Combat Development Command, we have curricula that expose the students to the foremost experts in the fields we study. Our close proximity to Washington, DC, enables the College to invite numerous speakers and policymakers to present the emerging thoughts and developments in their fields. Practical application exercises and wargames allow the student to evaluate the latest developments in doctrine. Writing and briefing opportunities enable our students to delve deeply into a particular interest or area of research.

We have found academic challenge and opportunities to speak, think, grow, and prepare for the rest of an officer's career are best served in small, informal settings. To this end, each of our schools has its student body organized into conference groups. These groups, normally 16-17 officers in size, are the heart of our effort. Officers from every service and civilians from several federal agencies are represented within the group. International Military Student Officers help bring a global perspective to group development. Thoughts and information provided through readings, study, and our guest speakers program are analyzed and discussed within the group. The diversity of backgrounds enables the group to enhance its own education; each member is expected to share his or her knowledge with the group.

Supporting the conference group in its efforts is the Faculty Advisor Team, consisting of a senior military officer and a civilian professor. The Faculty Advisor Team guides, directs, facilitates, and coordinates learning activities. They are the administrative link with other supporting agencies and the filter for external distractions that could potentially disrupt the group. They preside over the various professional and social groupings that make up the conference group experience. In addition, they evaluate student performance, counsel, and correct as necessary.

Command and Staff College is dedicated to preparing its students for the challenges that lie ahead. We take seriously our part in the Marine Corps and Joint PME processes that mandate continuous professional development to face these challenges.

Key College Leaders

DIRECTOR. The Director, a Marine colonel who has commanded at an O-6 level and is a Senior Level College graduate, is responsible to the President of the Marine Corps University for academic policies and administrative direction of the College. He is charged with the supervision of students, faculty and staff. He coordinates with the heads of Marine Corps University organizations, Marine Corps Combat Development Command divisions, and other agencies on matters relating to Command and Staff College.

DEPUTY DIRECTOR/DEAN OF STUDENTS. A post command and Senior Level College graduate, the deputy assists the Director in the discharge of his many and varied responsibilities. The Deputy Director has responsibility for supervising all matters dealing with student affairs and faculty administration (excluding academic administration), and special events. The Deputy Director is the executive agent for the Director charged with coordinating all matters relating to protocol, fiscal planning and facilities maintenance/planning. The Deputy Director also serves as the Dean of Students.

DEAN OF ACADEMICS. The Dean is responsible to the Director for all academic matters. The Dean guides the efforts of the Academic Department in the development, implementation, evaluation, and refinement of all curricula presented by the College. He chairs faculty meetings, workshops, and Course Content Review Boards. He is responsible for the quality standards of education within the College.

ASSOCIATE DEAN. A civilian professor responsible to the Dean of Academics for faculty development, oversight of visiting chairs, educational policies, administration of the electives program, curriculum accreditation, standards, and implementation of the Master's Degree Program.

HEAD, SCHOOL OF ADVANCED WARFIGHTING. A Marine Corps Lieutenant Colonel and senior-level college graduate responsible to the Director, CSC, for the execution of the advanced, second-year resident course.

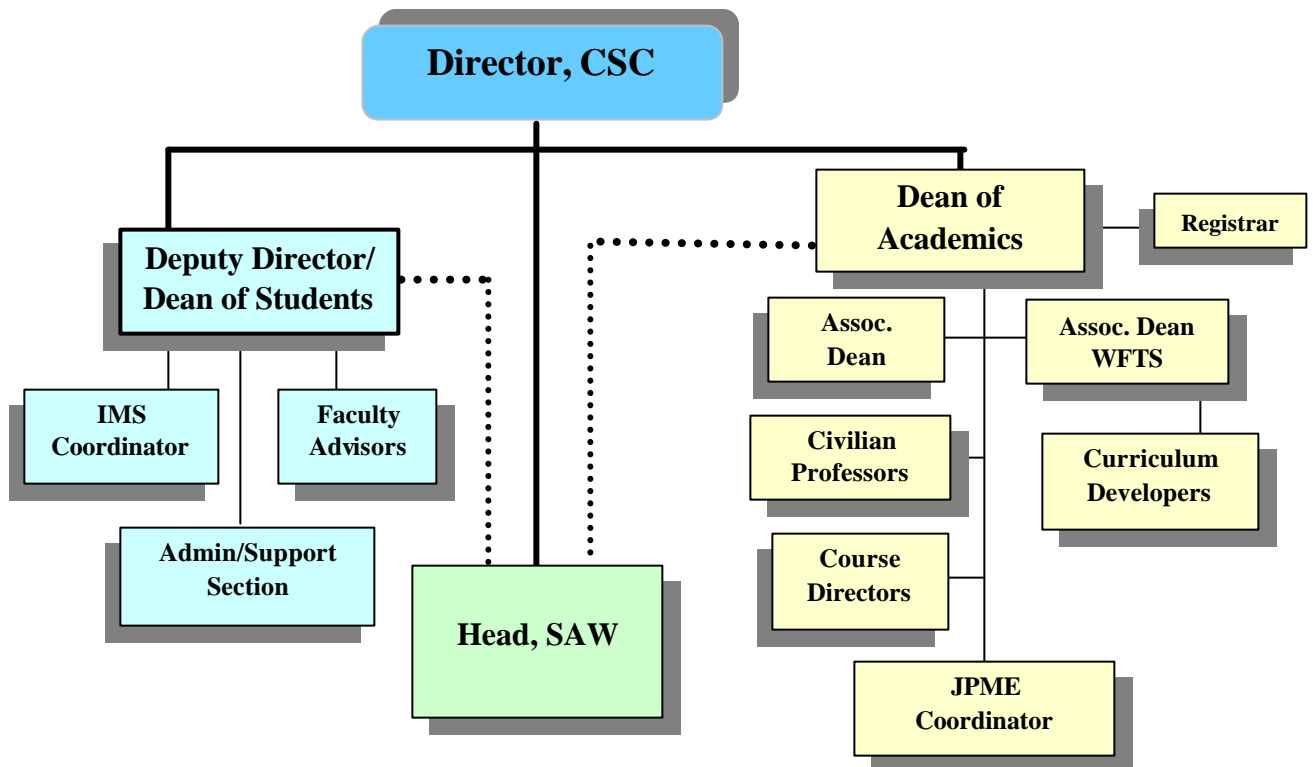
JOINT CURRICULUM COORDINATOR. The Joint Curriculum Coordinator is a faculty member responsible for implementation and coordination of Joint Professional Military Education.

INTERNATIONAL MILITARY STUDENT OFFICER (IMSO) PROGRAM

COORDINATOR. A uniformed faculty member working for the Deputy Director, the IMSO Program Coordinator is responsible for the administration of the IMSO program with the University IMSO Office. This officer is the primary point of contact for international students, their sponsors, and the University. The coordinator and assistant ensure the smooth arrival and introduction to the College of our international students and their families.

REGISTRAR. The Registrar is a civilian educational specialist responsible to the Director for maintaining student records, scheduling and coordinating all periods of instruction, and other functions relating to implementing the syllabus of instruction.

ADMINISTRATIVE AND SUPPORT OFFICER. Provides administrative assistance to faculty, staff, and students. This officer acts as liaison with the supporting establishment for all administrative details (medical, dental, pay, etc.); also provides oversight for the Support Department internal to the College.



CSC Faculty and Staff

Director

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Deputy Director

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LTC C. C. Young, USA, *Quartermaster*, M.P.A., Shippensburg State University; B.S., University of Wisconsin, Whitewater

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Mr. R. M. Burt, *Visual Information Specialist*

Ms. C. G. Newton, *Management Assistant*

Ms. A. P. Judge, Director's Secretary

Ms. C. Parker, Office Automation Clerk

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SSgt N. J. Thompson, Administrative Chief

SSgt C. A. Atkins, Support Chief

SSgt T. Powell, Publications SNCOIC

YN2 K. F. LaFontaine, USN

ET2 D. D. Wilson, USN

IT2 D. R. Kelley, USN

Cpl L. G. Scott

Cpl S. T. Platt

Cpl M. A. Robles

LCpl D. C. Walker

LCpl D. R. Anderson

LCpl C. P. Mitchell

PFC D. C. Jesson

Adjunct Faculty

The Adjunct Faculty have earned doctorates, or have extensive civilian experience, in relevant academic fields, whereby the College benefits from their mastery of particular disciplines. Their areas of expertise include: military history, national security affairs, defense economics, policy analysis and theory, accounting, intelligence, law, special operations, Eastern Asia area studies, European and American history (post WW I), and nuclear physics. Students are strongly encouraged to take advantage of every opportunity to learn from this unique group of Marine officers and civilian experts.

Military

Col Charles L. Dundas, USMCR. M.A., Marshall University; B.A., Marshall University

LtCol Jon T. Hoffman, USMCR. J.D., Duke Law School; M.A., Ohio State University; B.A., Miami University

LtCol William F. Stringer, USMC, Retired, B.S., U.S. Air Force Academy

Col Kenneth D. Watts, USMCR. M.S.E.E., Florida Institute of Technology; B.S.E.E., NPGS

Civilian

Dr. Christopher Bassford. Ph.D., Purdue University; M.A., Ohio University; B.A., College of William and Mary

Dr. Louis J. Cantori. Ph.D. & M.A., University of Chicago; B.A., University of Massachusetts

Dr. A. James Gregor. Ph.D., Columbia University; M.A., Columbia University; B.A., Columbia University

Dr. Allan R. Millett. Ph.D., The Ohio State University; M.A., The Ohio State University; B.A. DePauw University

Dr. Williamson Murray. Ph.D., Yale University; M.A., Yale University; B.A., Yale University

Dr. Carol Reardon. Ph.D., University of Kentucky; M.A., University of South Carolina; B.S., Allegheny College

Prominent Faculty and Student Alumni

LT Walter Ansel, USN: student, 1930-31; faculty, 1931-33; assisted in early draft of amphibious warfare doctrine, especially Naval Gunfire.

Major Charles Barrett, various times in the 1930's; developed amphibious warfare doctrine; CG, I Marine Amphibious Corps in World War II.

Col (BrigGen & MajGen) J. C. Breckinridge, Commandant, Marine Corps Schools (twice) and as Commanding General, Marine Barracks, Quantico.

Major Clifton Cates, student, 1934-35; Commandant of the Marine Corps.

LtCol Edward Craig, student, 1937-38; CG, 1st Marine Brigade, Pusan Perimeter.

Col Ben Fuller, staff, 1922-23; Commandant of the Marine Corps, 1930-34.

Major Roy Geiger, faculty, 1927-28; CG, III Marine Amphibious Corps and 10th Army, Okinawa.

LtCol O. P. Smith, faculty, 1936-38; CG, 1st MarDiv, Chosin Reservoir, Korea.

Major Harry Liversedge, student, 1935-36; Commanding Officer of Raiders and reconstituted 4th Marines, WW II.

Capt Keller Rockey, student, 1922-23; CG, 5th MarDiv and V Marine Amphibious Corps, WW II.

Capt Harry Schmidt, student, 1922-23; CG, 4th MarDiv and V Marine Amphibious Corps, WW II.

Major H. M. (Howling Mad) Smith, student, 1926-27; CG, V Marine Amphibious Corps and Fleet Marine Forces Pacific, WW II.

Major Julian Smith, student, 1928-29; Commanding General, 2d Marine Division, WW II.

Major Gerald Thomas, student, 1933-34; key player in post-WW II roles and missions fight.

Major A. A. Vandegrift, student, 1925-26; CG, 1st Marine Division at Guadalcanal, for which he won the Medal of Honor. Later, Commandant of the Marine Corps during and after WW II.

Contemporary (USMC General/LtGeneral, Retired)

General A. M. Gray (Ret.), former Commandant of the Marine Corps

General C. Mundy, Jr. (Ret.), former Commandant of the Marine Corps

LtGen C. A. Mutter, (Ret.), former Deputy Chief of Staff for Manpower & Reserve Affairs

LtGen P. K. Van Riper (Ret.), former director of Command and Staff College and first President of Marine Corps University

General A. C. Zinni (Ret.), former student, faculty, and Commander-in-Chief, U.S. Central Command

Current USMC General Officers

LtGen R. P. Ayres, Jr., CSC 1981/82

Brigadier General J. R. Battaglini, CSC 1985/86

Brigadier General T. A. Benes, CSC 1986/87

MajGen M. R. Berndt, CSC 1983/84

MajGen R. R. Blackman, Jr., CSC 1984/85 and former President, Marine Corps Univ.

MajGen T. A. Braaten, CSC 1978/79

Brigadier General W. D. Catto, CSC 1986/87

Brigadier General S. A. Cheney, CSC 1983/84

Brigadier General J. Composto, CSC 1985/86

MajGen J. T. Conway, CSC 1982/83

MajGen C. Cortez, CSC 1984/85

Brigadier General T. L. Corwin, CSC 1987/88

Brigadier General(S) C. B. Cowdrey, CSC 1985/86

MajGen(S) T. E. Donovan, CSC 1987/88 and former Dean of Academics

Brigadier General J. M. Feigley, CSC 1985/86

MajGen A. Fields, CSC 1982/83

Brigadier General R. M. Flanagan, CSC 1983/84

General Carlton W. Fulford, Jr., CSC

Brigadier General E. N. Gardner, Jr., CSC 1985/86

Brigadier General T. F. Ghormley, CSC 1985/86

Brigadier General(S) K.J. Glueck, Jr., CSC 1987/88

MajGen(S) J. F. Goodman, CSC 1982/83 and former Head, School of Advanced Warfighting

MajGen W. C. Gregson, CSC 1980/81

LtGen M. W. Hagee, CSC 1981/82

MajGen E. Hanlon, Jr., CSC 1980/81

Brigadier General(S) D. J. Hejlik, CSC 1989/90

Brigadier General S. T. Helland, CSC 1986/87

MajGen J. C. Huly, CSC 1984/85

MajGen J. D. Humble, CSC 1984/85

MajGen T. S. Jones, CSC 1983/84

MajGen R. L. Kelly, CSC 1984/85
LtGen B. B. Knutson, Jr., CSC 1982/83
Brigadier General R. S. Kramlich, CSC 1987/88
LtGen F. Libutti, CSC 1980/81
Brigadier General B. M. Lott, CSC 1985/86
MajGen R. Magnus, CSC 1984/85
Brigadier General J. N. Mattis, CSC 1984/85
Brigadier General J. C. McAbee, CSC 1981/82
LtGen F. McCorkle, CSC 1979/80
LtGen G. S. McKissock, CSC 1979/80
Brigadier General(S) J. J. McMenamin, CSC 1989/90
Brigadier General G. C. Nash, CSC 1985/86
Brigadier General R. F. Natonski, CSC 1987/88
Brigadier General R. B. Neller, CSC 1990/91
LtGen G. S. Newbold, CSC 1982/83
General P. Pace, CSC 1979/80 and former President, Marine Corps University
Brigadier General R. E. Parker, Jr., CSC 1984/85
LtGen G. L. Parks, CSC 1981/82
MajGen J. F. Sattler, CSC 1985/86
Brigadier General R. M. Shea, CSC 1982/83
Brigadier General K. J. Stalder, CSC 1984/85
MajGen C. L. Stanley, CSC 1983/84
Brigadier General J. R. Thomas, CSC 1988/89
Brigadier General(S) E. G. Usher, CSC 1986/87
MajGen W. A. Whitlow, CSC 1984/85
Gen M. J. Williams, CSC 1978/79

International Military Officer Graduates Who Attained Flag Officer Rank

Major General Henry Ahnyidoho, Ghanan Army, CSC 1979/80

RADM Ammar M. Al-Qahtani, Commander, Saudi Arabia Security Forces, CSC 1982/83

MajGen Gabi Ashkenazy, Israel, Commanding General, Northern Cmd, CSC 1983/84

General Sardadi Baroto, Indonesia, former Commandant of the Marine Corps, CSC 1976/77

General Rudy Biazon, former Commandant, Philippine Marine Corps; Chief of Staff of the Philippine Armed Forces, and Senator in the Philippine Senate, CSC 1975/76

General Domingos de Mattos Cortez, Brazil, former Commandant of the Marine Corps, CSC 1964/65

LtGen Peter J. Cosgrove, Australia, Chief of the Army, CSC 1978/79

Major General Romeo Dallaire, OMM, MSC, CD, Deputy Commander, Canadian Land Forces, CSC 1980/81

MajGen Pedro Diaz Fernandez, Spain, former Commandant of the Marine Corps, CSC 1974/75

General Sigurd Frisvold, Norwegian Chief of Defence (CHOD Norway), CSC 1985/86

MajGen Jesus M. Costa Furia, Spain, former Commandant of the Marine Corps, CSC 1971/72

MajGen Francisco M. Galinsoga, Spain, former Commandant of the Marine Corps, CSC 1955/56

General Yves M.C. Goncalves, Brazil, former Commandant of the Marine Corps, CSC 1959/60

Brigadier Anthony W. Hammett, Australia, CSC 1975/76 (Retired in 1989, killed in an airplane crash in July 1990. Hammett Writing Award presented in his honor by the CSC Class of 1976.)

General Lee Kap Jin, Republic of Korea, former Commandant of the Marine Corps, CSC 1980/81

LtGen Shaul Mofaz: Chief of Staff of the Israeli Defense Forces, CSC 1982/83

General Jose Luis Munoz, Mexico, former Commandant of the Marine Corps, CSC 1977/78

VADM Victor K. Ombu, Nigeria, former Chief of Naval Staff, CSC 1981/82

MajGen Jose M. Estevez Ons, Spain, former Commandant of the Marine Corps, CSC 1975/76

MajGen Lars Goran Perrssons, Sweden, Commandand, Swedish Coast Artillery, CSC 1973/74

RADM Chandarawongse Praphon, Thailand, Deputy Commandant of the Royal Thai Marine Corps, CSC 1986/87

Brigadier Paul B. Retter, Australia, CSC 1988/89

MajGen Jose Rincon, Spain, former Commandant of the Marine Corps, CSC 1965/66

MajGen Octavio Alaez Rodriguez, Spain, former Commandant of the Marine Corps, CSC 1974/75

LtGen Amnon L. Shahak, former Chief of Staff of the Israeli Defense Forces, CSC 1975/76

BGen Yeoshue Shichrur, Israel, Deputy Commander, Northern Cmd, CSC 1987/88

General Roy Spiekerman, Commandant of the Dutch Marine Corps, CSC 1978/79

MajGen Nehemia Tamari, Israel, CG, Northern Command, CSC 1980/81 (killed in a helicopter crash in 1994)

General, Hugo A. Unda, Ecuador, Commanding General, Navy, CSC 1978/79

RADM Dumrongcharern Virat, Thailand, Deputy Commandant of the Royal Thai Marine Corps, CSC 1985/86

MajGen Miguel Yaguez, Spain, former Commandant of the Marine Corps, CSC 1959/60

BGen Giora Zorea, Israel, former Head of Intelligence Operations, CSC 1976/77

Chapter Three

~College Policy~

Academic Policy

ADMISSION REQUIREMENTS

Admission to the Marine Corps Command and Staff College is by voluntary monitor assignment or military board selection for United States military officers, by invitation for foreign military officers, and by nomination by the sponsoring agency for civilian Federal Government employees. All inquiries regarding admission should be directed to:

Director

Command and Staff College

Marine Corps University

2076 South Street

Quantico, Virginia 22134-5068

Phone: (703) 784-1120 or DSN 278-1120

FAX: (703) 784-2628

Eligibility prerequisites for the Command and Staff College are those regulations and requirements established by the military services for selection to attend an intermediate-level, graduate, professional military education institution; examples include a bachelors degree and prior completion of an appropriate career level school (for USMC). Prerequisites also include grade and time-on-station guidelines as directed by each individual service, a security clearance at the secret level for all U.S. students, selection of those officers best and fully qualified for future service and increased responsibility, and whose attendance will most benefit the individual and the service. Since selection for a resident intermediate-level college education is limited to approximately 20-25% of the officer population at the rank of major each year, it is expected that each officer selected will have demonstrated an ability to perform well in an academic environment and will have demonstrated leadership, skill, and resourcefulness in difficult and challenging assignments.

ADMISSIONS

School seats are based on allocations granted by the Commandant of the Marine Corps which support the mission/purpose of the College and reflect the requirements of the United States Marine Corps; the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students; the Department of Defense and Department of State agreements on foreign military student education exchange programs; and inter-agency agreements with other Federal Government agencies. Quotas for admission to the Command and Staff College are distributed as follows:

U.S. Marine Corps Officers/Reserves	99
U.S. Navy and Coast Guard Officers	25
U.S. Army, Army Reserve and Army National Guard Officers	12
U.S. Air Force Officers & Air National Guard	14
Foreign Military Officers	24
Civilians, U.S. Federal Government	12

TOTAL 186

Increases in allocations on a one-time basis can be approved by the President, Marine Corps University. Permanent changes to this allocation must be approved by the Commandant of the Marine Corps.

NOMINATING PROCEDURES/DEADLINES

Student nominations for the Command and Staff College are processed in the following manner:

- ? ? U.S. military student nominations are processed by the responsible military manpower department which screens all eligible officers in accordance with their regulations for intermediate-level school selection. They must provide the Command and Staff College with a roster of officers' names by 1 March for the succeeding academic year which begins in August.

- ? ? Foreign military student nominations are provided by those countries invited to participate in a professional military officer education exchange program sponsored by the Department of Defense and managed by the Department of State. This program includes not only attendance at the Command and Staff College, but also participation in an American Culture Information Program for which special lectures, trips and social activities are scheduled throughout the academic year. Background on students nominated under this program must be submitted to the College by 1 July for the succeeding academic year which begins in August.

- ? ? Civilian, U.S. Federal Government employee nominations are to be processed by the nominating agency's training office with a letter providing background information on the individuals forwarded to the Director, Command and Staff College, for final review and approval. Nomination letters must be received by 1 March for the succeeding academic year which begins in August.

ACADEMIC FREEDOM

Military Education policy ascribes to establishing academic freedom policy "that fosters and properly encourages thorough and lively academic debate and examination of appropriate curriculum issues." Academic freedom for our faculty and students is fundamental and essential to the health of the academic institution. Academic freedom is intertwined in the uninhibited search for insight and knowledge; its absence would suggest leadership closed to thought and ideas from an echelon of evolving leaders.

The time-honored tradition of free speech carries with it profound individual responsibility as well. Academic integrity requires that each of us who writes for publication pursues factual accuracy and safeguards classified information.

The powerful amalgam of academic freedom and individual responsibility contributes to the institutional integrity of the University and includes the following principal elements:

- ? ?Freedom to teach, conduct research, and publish research findings.
- ? ?Freedom to discuss in a classroom any material or ideas relevant to the subject matter, as provided in the course objectives.
- ? ?Freedom to seek changes in academic and institutional policies.
- ? ?Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- ? ?Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- ? ?Responsibility to encourage and nurture innovative critical thinking, discussion, and writing concerning national security issues and the enhancement of the standing and credibility of professional military education.

RULES OF CONDUCT

In keeping with the Core Values of the Marine Corps of Honor, Courage, and Commitment, students will accomplish their assigned duties with integrity, responsibility, and individual accountability. Students will conduct themselves as professional military officers at all times.

ATTRIBUTION

One of the principal benefits of attendance at the resident College course is the opportunity to engage current policymakers in meaningful dialogue. The informal atmosphere of the auditorium forum or seminar discussion allows both students and guests to freely speak their minds on a variety of issues. Underpinning this freedom is the ability *to express views without fear of attribution*. **The policy of the Command and Staff College is that views expressed in lectures or in seminar discussion are, unless otherwise specified, not for attribution.** This policy is applicable to all resident and nonresident schools of the Command and Staff College.

ACADEMIC ETHICS

Professional ethics is of paramount importance to the Marine Corps Command and Staff College. Work presented by students, staff, and faculty as their own, will be their own. To do otherwise results in unfair advantage and is inconsistent with professional ethics and integrity. Academic ethics as it relates to staff, faculty, and students and their duties at the Command and Staff College is defined as follows:

The application of ethical principles in an academic environment; giving and receiving only authorized assistance; and conducting legitimate research and properly attributing credit to sources of information.

This statement and the following amplifications are intended to assist the vast majority who want to do the right thing and thereby experience a more productive learning environment.

This policy is not intended to be a vehicle to incriminate those who might be inclined to violate professional standards. Officers may be technically guilty of plagiarism and subject to the full penalties for it, even though they have the best intentions, if they do not document the sources of their information properly.

Requirements to maintain the highest professional standards apply to all members of the resident and nonresident College community, to include faculty, staff, and students. Faculty and students are expected to do honest research and, when they publish for personal recognition, to attribute credit to those from whose work they borrow.

Copyright laws are specific and demanding. All personnel must honor them and not be lured into insensitivity by the ease of photocopying, tape duplication, and other technologies.

PLAGIARISM

When a writer uses ideas or wording that are not his/her own but presents them as if they were, he/she has committed plagiarism.

The word plagiarism derives from Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. The use of another author's text and the presentation of it as one's own--with or without the original author's approval--constitutes plagiarism. The following applies to plagiarism and other misuses:

? ? Plagiarism is a serious violation of the ethics of scholarship and constitutes serious misconduct for a military officer or government employee. It undermines the credibility of scholarly inquiry and professional military writing. Detection can, therefore, result not only in academic sanctions (such as dismissal from a graduate program, termination of a faculty contract, denial of promotion), but also civil action and, under certain circumstances, criminal prosecution. Identification as a plagiarist is extremely destructive to one's professional career and personal reputation.

- ? ? The misuse of the writings of another author, even when one does not borrow the exact wording, can be as unfair, as unethical, and as unprofessional as outright plagiarism. Such misuse includes the limited borrowing, without attribution, of another writer's distinctive and significant research findings, hypotheses, theories, rhetorical strategies or interpretations, or an extended borrowing even with attribution.
- ? ? Both plagiarism and the misuse of the findings and interpretations of other scholars take many forms. The clearest abuse is the presentation of another writer's work as one's own, or use of another's language without quotation marks and note citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised in newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without attribution. All such tactics reflect an unworthy disregard for the contribution of others.
- ? ? Commonly, plagiarism takes one of two forms: (1) appropriation of either whole papers or merely exact phrasing from another source, without quotation marks or footnote attribution; or (2) more subtly, the presentation of other writers' unique *ideas*, which derive from previously published works but which are not acknowledged to come from those sources.

The officer's paper should consist primarily of the officer's own thoughts and words, expressed in his own phrasing. Officer's work must never become a paste-up job of quotations and paraphrases from the work of others. When the officer borrows too liberally from another's work (even when faithfully acknowledged), he/she has failed to comply with the terms of the assignment. Such work is unacceptable at the Command and Staff College.

ACADEMIC RECORDS

Students' academic records are intended to serve as a complete history of their academic career at the Command and Staff College. As such, they cannot be altered except in accordance with institutional policy.

ACADEMIC RECORD DISCLOSURE. The College complies with the Family Educational Rights and Privacy Act, 1974 (the Buckley Amendment). Thus, the College will (1) permit students to inspect their educational records, (2) disclose academic records to non-College personnel only upon written consent of the student, and (3) provide students the opportunity to seek correction of their educational records where appropriate.

TRANSCRIPT REQUESTS. Students who desire to receive a copy of their academic record, or have it sent to an agency external to the College, must request these services in writing to the Director, Command and Staff College, (Attn: Registrar), Marine Corps University, 2076 South Street, Quantico, VA 22134-5068. This request must contain the student's name during attendance at the College, social security number, dates of attendance, the recipient of the academic record, and the student's signature and duty phone number. Transcripts may not be transferred to a third party without the student's written authorization. No academic record can be released without a signed, written request. There is no charge for a transcript. The College will accept faxed documents as working documents only. Students must follow up with official, original documentation. It is **NOT** the policy of the College to fax transcripts or other academic documents.

COMPUTER USE POLICY

The Marine Corps, the University and the College have established regulations regarding computer resources. These regulations define computer violations and actions taken when a violation is confirmed. College computer resources are restricted to use for research, instructional support, and administrative purposes. Unauthorized access, including illegal use of passwords, is prohibited. Also prohibited is use of legal access for unauthorized purposes, such as tampering with or destroying files, soliciting, harassing, or Internet access for other than official business. Illegal use or copying of licensed software or student files is also an offense.

ACCEPTABLE USE OF COMPUTERS

This policy applies to all of the Command and Staff College community including students, faculty, administrators, staff, contract employees, and those who may be granted a guest computer account on a request basis by a system administrator. For purposes of this policy, computer systems include all computers and software owned by the College, any communications hardware and software provided by the College for the purpose of accessing its computers, and any computer network governed in part or whole by the university.

Computer systems at the College support students, faculty, and staff as they carry out the educational mission of the university. The College encourages and promotes uses of computing and network resources in keeping with this mission. Computing activities not supporting instruction, research, or administration are subject to regulation and restriction to ensure they do not interfere with this legitimate work.

Access to any College computer system is provided with the understanding the recipient is personally responsible for proper use of the resources, thereby respecting the work of others. The only way to ensure limited resources are utilized fairly and privacy is protected is to rely on the integrity of each computer user. Improper use of computer or network resources is not acceptable.

Examples of improper computer use include (but are not limited to):

- ? ? Using government information systems to transmit or receive pornography, chain letters, unofficial advertising, improper disclosure of classified information, or any other unofficial personal business (e.g., stock reports, sports scores, etc.). (MCBBul 5230)
- ? ? Attempting to access or accessing data without explicit permission from the owner.
- ? ? Violating software license agreements, copyrights, or intellectual property rights. This includes copying software without permission from the copyright holder or continuing to operate software for which the license has expired.
- ? ? Using or attempting to use the computer to harass, threaten, or abuse others or to transmit obscene or fraudulent messages.
- ? ? Tampering with, stealing, disabling, or destroying College hardware or software, or attempting to do any of these.

The College is committed to promoting ethical and responsible use of computer and network resources, and will not tolerate their misuse. Improper use may lead to one or more of the following consequences:

? ? Loss of access privileges,

? ? requirement to reimburse the government for misappropriated computer or network resources, or

? ? disciplinary action - administrative or judicial.

DISCRIMINATION, SEXUAL HARASSMENT AND EQUAL OPPORTUNITY

The Command and Staff College will provide equal opportunity for all military members and civilian employees and students, without regard to race, color, religion, sex, age or national origin, consistent with the law, regulations and requirements for physical and mental abilities. The achievement and maintenance of this goal is integral to the full development of *esprit de corps*, pride and individual preparedness which are essential to combat readiness. The College adheres to policies as set forth in SECNAVINST 5300.26, *Department of the Navy Policy on Sexual Harassment*; MCO 5300.10, *Sexual Harassment*; ALMAR 058/94, *Discrimination and Sexual Harassment Reporting Procedures*; and MCO P5354.1, *Marine Corps Equal Opportunity Manual*.

ADMINISTRATIVE REGULATIONS

WEAPONS. The possession and use of weapons aboard the base are governed by MCBO 8000.1. Weapons must be registered with vehicle registration aboard base and firearms are not authorized for personal carry aboard base unless in a duty status. Visitors, faculty, and students should familiarize themselves with the content of this order prior to carrying/transporting weapons aboard the base.

PARKING. Reserved Faculty parking is published in a Command and Staff College Bulletin at the beginning of each school year. Distinguished visitors parking will normally be in close proximity to the building where the lecture/meeting is scheduled to occur and will be marked with a sign containing the visitor's name. Student and visitor parking is in the parking lot directly in front of the Marine Corps Research Center.

SMOKING. In accordance with MCBO 5353.1, areas have been designated outside the building for smoking.

Chapter Four

~Curriculum ~

Curriculum

The Command and Staff College provides intermediate and advanced-intermediate professional military education to field grade officers of the Marine Corps, other services, and foreign countries to prepare them for command and staff duties with Marine Air-Ground Task Forces (MAGTFs) and for assignment with joint, multinational, and high-level service organizations.

OVERVIEW

Based on this mission statement the intent of the curriculum is to:

- ? ? Provide a challenging and supportive academic environment where officers may mature professionally and intellectually.
- ? ? Offer a curriculum of graduate-level rigor to educate officers in the relationships between, and the complexities associated with the strategic, operational and tactical levels of war.
- ? ? Apply Marine Air-Ground Task Force doctrine and techniques in a joint/multinational environment so as to improve our ability to out-think and out-fight any opponent.
- ? ? Assess the unique responsibilities inherent in command while developing command philosophies that address the extraordinary character of military leadership.

The focus of the curriculum is the development of an officer who understands the capabilities and potential roles of the Marine Air Ground Task Force (MAGTF) at the operational level of war and how to best task organize, deploy, and employ these forces in any tactical environment across the spectrum of conflict.

EDUCATIONAL OBJECTIVES

The educational objectives of the College are to:

- ? ? Analyze the theory and nature of war and their relationship to the application of the elements of national power.
- ? ? Think strategically and explore the relationship between national political interests and goals, and the utility of military power supporting those goals.
- ? ? Analyze strategic guidance and translate it into operational direction in the form of a campaign plan designed to accomplish military objectives.
- ? ? Assess the relationship between the operational and the tactical levels of war and to orchestrate tactical battles and engagements as a part of campaigns designed to create military conditions accomplishing strategic goals.
- ? ? Plan and execute the employment of MAGTF's anywhere along the spectrum of conflict and articulate the capabilities of MAGTF's within the joint/multinational environment with primary focus at the Marine Expeditionary Force level.
- ? ? Instill the ability to critically analyze war and apply sound military judgment in an academic environment as well as when called upon to do so in war.

METHODOLOGY

Since the goal of professional military education is to develop officers who can employ innovative thinking when confronted with changing situations, it is imperative the College provide a learning environment that encourages officers to cast a critical eye on traditional or accepted concepts. Such an environment requires an educational setting that demands active student participation to the greatest extent possible.

The primary instructional methodology for the Command and Staff College curriculum is the seminar/guided discussion conducted by the Faculty Advisor Team in the conference group setting. This methodology fosters a learning environment which encourages active and thoughtful participation on the part of each student.

A key element to the success of the seminar discussions is scheduled professional study and preparation time (PSPT). These periods are incorporated into the regular schedule to provide officers the opportunity to read, write, reflect, and conduct required research during normal school hours. PSPT supplements, rather than replaces, study and research conducted after normal working hours.

Other instructional methodologies employed in support of the curriculum include historical case studies, practical application planning and decision exercises, battlefield staff rides, presentations by faculty and guest lecturers, and tutorial sessions between students and faculty members.

Integrated within the curriculum is the College's emphasis on improving communication skills. The purpose of this effort is to build the student's ability to communicate effectively--both orally and in writing. Through a series of requirements, including a variety of oral presentations, "point papers," analytical essays, and more traditional research-based efforts, officers improve their speaking and writing skills as well as their ability to critique and refine their own work.

CURRICULUM DESCRIPTION

The first semester is entitled **THE ART & SCIENCE OF WAR** and includes the **Theory and Nature of War, Strategy and Policy, Art of Command, and Operational Level of War** courses.

The **Theory and Nature of War** course opens the academic year and our first semester on the art and science of war. It is a course on aspects of military theory, military history, and military affairs of the present. The course concentrates on, but is not limited to, the modern Western world. Classes generally follow a chronological path, but we make a few digressions: (1) The ancient Chinese theorist Sun Tzu will be paired with Mao Tse Tung and taught after the World War Two class, because both these seminal thinkers are key to understanding the low intensity conflicts of the Cold War world; (2) Instead of beginning with Thucydides' history of the Peloponnesian War, we use this classic at the end, as a bridge to the next Fall course called Strategy and Policy; the book is profoundly useful for service in both capacities. Those who successfully complete this course will be able to:

? ? Consider the enduring *nature* of all war, and explore the ways it is always enmeshed with politics, will, passion, uncertainty, chance, and interaction with the enemy.

- ? ? Appraise the forces and factors--social, political, ideological, moral, economic, and technological--that cause a given war, shape its particular *character*, bring about its end, and determine its historical impact.
- ? ? Explore theoretical concepts that military historians, analysts, and practitioners have found valuable over the years in comprehending, analyzing and evaluating the events and trends of military affairs.
- ? ? Study military history and analyze the manner in which the character of war has changed from one era to another, including the present.

The **Strategy and Policy** course examines the link between national military strategy and broader national security policy. Strategy and Policy takes as a starting point the recognition outlined in MCDP 1-1 that national strategy is "the art and science of developing and using political, economic, military, and informational powers. . .to secure the objectives of policy." Military strategy is necessarily subordinate to national security strategy and involves the art and science of using military force to achieve the objectives of national policy. As such, strategy broadly defined is the process of relating means and ends. Consequently, the course examines the means (tangible and intangible elements of power) at the disposal of policy makers. The course also examines the process by which national interests become articulated into the goals or ends of strategy. Because the use of military force is only one option among a menu of choices available to policy-makers, Strategy and Policy will provide an analytic framework that will enable students to evaluate the conditions under which military force is most likely to succeed. This course will enable students to:

- ? ? Compare relationships among national security interests, national objectives, the nature of war, and the international security environment.
- ? ? Analyze how global and domestic institutions shape, influence, and constrain U.S. policy.
- ? ? Infer how national purpose, values, interests, objectives, and legal/ethical principles influence the formulation and conduct of policy.
- ? ? Analyze the principal participants and processes of U.S. national security policymaking and understand how strategy relates to policy.
- ? ? Evaluate the key elements of national power and be able to assess the utility, as well as the interrelationship among the elements, of national power.

- ? ? Formulate the essential elements of a military strategy and understand how national policy objectives are translated into national military strategy.
- ? ? Assess the nature of the threat to current U.S. national interests across the spectrum of conflict and evaluate various responses to those threats.

The **Operational Level of War** course studies operational warfare and campaigning. The course builds upon the material covered in previous courses on the Theory and Nature of War and the Strategy and Policy and in many respects is an extension of both. Sound operational planning relies upon sound theory; it is also subject to strategic guidance. The course is designed to enable students to:

- ? ? Analyze the operational level of war in relation to the strategic and tactical levels of war and the responsibilities of the operational commander.
- ? ? Evaluate theory, doctrine, operational functions & concepts, and principles of the operational level of war through historical case studies.
- ? ? Interpret service and joint doctrine as it relates to the systems, agencies, and command relationships involved in the conduct of operational planning and execution.

The second semester is titled **Warfighting . . . From the Sea** and includes **Warfighting**, the **Final Exercise**, and **Military Operations Other Than War**.

The goal of this course is to educate students in the composition, functioning, and planning methodologies of the Marine Air-Ground Task Force (MAGTF) with emphasis on: the Marine Corps Planning Process; offensive and defensive operations; current joint amphibious and landing force doctrine; and the requirements of joint and multinational operations. The methodology used to achieve these goals is a combination of self-study, lecture, seminar, and practical application exercises in planning MAGTF operations within the context of a joint campaign plan. Additionally, this course enables students to appreciate the MAGTF as a dynamic and flexible organization that derives its strength and potential from the synergistic relationships of its elements. At its conclusion, students will be able to:

- ? ?Comprehend the internal structure, functioning, capabilities, and limitations of all four elements of the MAGTF.
- ? ?Comprehend the MAGTF command and control system as it functions internally and externally.
- ? ?Explain how the MAGTF connects with joint and multinational C⁴I² systems and its relationship to doctrine for targeting and airspace management.
- ? ?Understand the concepts used by the MAGTF commander to employ aviation.

- ? ?Examine MAGTF combat service support (CSS) planning considerations in support of joint operations.
- ? ?Comprehend how the MAGTF commander sees and shapes battlespace employing the single battle concept.
- ? ?Comprehend the deliberate, amphibious, and Marine Corps Planning processes and apply them in joint and multinational operational scenarios.
- ? ?Analyze the intelligence preparation of the battlespace (IPB) process and demonstrate an understanding of its relationship to operational planning.
- ? ?Understand the roles, missions, capabilities, limitations, and employment of the MAGTF in offensive and defensive operations.
- ? ?Analyze the role of the MAGTF in Operation Desert Shield/Storm.
- ? ?Understand the roles, missions, capabilities, limitations, and employment of the MAGTF in amphibious operations.
- ? ?Comprehend how current Marine Corps doctrine for amphibious, offensive, and defensive operations affects the other Services in joint and multinational operations.
- ? ?Evaluate the roles, missions, capabilities, limitations and employment of the MAGTF in joint and multinational operations.
- ? ?Comprehend the roles, functions, capabilities, and limitations of U.S. military forces and apply them in joint and multinational operational scenarios.

The Exercise **OPEN ACCESS** serves as the culmination of the Warfighting portion of the curriculum and as an evaluation mechanism for both the faculty and the students. The vehicle for this exercise is a force-on-force, computer assisted, JTF-level Command Post Exercise (CPX). The exercise uses a current, realistic scenario wherein a national strategy, campaign plan, and supporting plans provide for deployment and employment of a JTF. The faculty evaluates virtually all aspects of the instruction presented to the students during the academic year. Each officer participates in an assigned billet in a JTF, Service component, MEF, MEF major subordinate command, or multinational headquarters. The overall objective is to exercise and evaluate the students' ability to: develop a campaign plan for a multinational/joint force; write the necessary supporting plans; conduct an amphibious assault; and prosecute combat operations ashore to support the Joint Task Force mission.

The **Military Operations Other Than War** (MOOTW) course begins with a two-day block of lectures and seminar exploring the fundamentals of MOOTW as discussed by Clausewitz, Jomini, C. E. Callwell, and the writers of the USMC "Small Wars Manual." The first half of the course is organized around case studies that illustrate the development of post-1945 doctrine and practice in MOOTW: Malaya, Algeria, Vietnam, and Northern Ireland. The second half of the

course has a more contemporary focus, dealing with the problems of peacekeeping, humanitarian operations, relations with non-governmental organizations, and trans-national threats. Students write one paper, analyzing a post-1945 operation in terms of the six principles of MOOTW developed in Joint Publication 3-07, *Joint Doctrine for Military Operations Other Than War*. At course end, students will be able to:

- ? ? Define and analyze the concept of MOOTW and its impact on Command and Staff students.
- ? ? Evaluate the potential for future MOOTW scenarios as a result of tribal, religious and ethnic conflicts.
- ? ? Evaluate the effectiveness of joint and multinational forces in UN peace operations.
- ? ? Comprehend the development of Small Wars and determine how they affected modern MOOTW strategy and doctrine.
- ? ? Analyze the Marine Corps' concept of Warfighting in unconventional combat.
- ? ? Comprehend the differences in strategy, operations and doctrine in MOOTW, as opposed to conventional mid-and high-intensity conflicts.

A core course that underpins the "command" aspect of the College's curriculum is **Art of Command (AOC)**. The AOC course is designed to examine and impart the critical aspects of military leadership, ethics, and Core Values. These topics serve as enduring themes throughout the CSC curriculum. To support this concept, the Art of Command (AOC) is scheduled in eight blocks, ranging from one to five days, spanning the academic year. Some of the AOC blocks directly support and complement the instruction presented in the other core courses by building on the topics being studied, but with a focus on leadership and ethical decision making. Other blocks are presented as discrete packages which focus on topics such as combat leadership, contemporary leadership challenges, and topical policy issues that confront military leaders. The Art of Command blocks are: Chancellorsville; Law of War and the Just War Theory; Civil-Military Relations; Gettysburg: A Study In Command; Military Leadership at the Tactical Level; Commander and Organizational Culture; Military Leadership at the Operational Level; and Military Leadership in Military Operations Other Than War.

Media Operations are covered during the year as they relate to operational planning and execution. Students are trained to prepare for, and participate in, television-type interviews on a wide range of relevant military topics and scenarios. The annual **Media Symposium** includes professional media representatives in a forum designed to promote better understanding for both the military and media professionals about the position each holds in our democracy.

Joint Professional Military Education: Integrated into the Command and Staff College curriculum is the first phase of the two-phased Joint Specialty Officer (JSO) education mandated by the Chairman of the Joint Chiefs of Staff. As a result, all graduates of the College are "*Phase One*" qualified in terms of JSO designation. This program of joint instruction is described in a separate syllabus titled "Joint Professional Military Education (JPME)" which addresses the five primary learning areas identified in the *Officer Professional Military Education Policy Document*:

- { National Military Capabilities and Command Structure
- { Joint Doctrine
- { Joint and Multinational Forces at the Operational Level of War
- { Joint Planning and Execution Processes
- { Information Operations (IO) and Command, Control, Communications, and Computers (C⁴)

THE ELECTIVES PROGRAM

During the second semester students take one elective course. Electives are designed to complement the core curriculum and offer additional intellectual challenge to students by responding to their interests. The College publishes a separate elective syllabus during the Fall semester. Several of the electives are classified (Secret), thus are not open to all students. A sampling of courses offered include:

The American Indian Wars

This course covers the period of inter-action between the “Indians” (indigenous peoples), and Europeans and “Americans” from the 17th to 19th centuries. Background will be presented by the instructor, followed by student led seminars spanning the spectrum from the colonial wars between the English and French new-comers and the tribes they encountered through the Anglo-Indian versus French-Indian wars. The course will progress through the usually ignored, but significantly important, wars of the early Federal period of the new republic, to those of the more familiar post-Civil War, “American west” and the first possible “foreign Indian war,” i.e., the Philippine Insurrection of the post-Spanish-American War years. Included in this overview will be an analysis of the approach to the Indian wars of the US Army. It will end with a concluding seminar analyzing the 19th century military heritage of the country as portrayed in the nation’s popular culture.

Critical Periods in American Military History: The American Civil War

The intent of this course is to explore the issues that brought about the war, the issues attendant to the conduct of the war, and some of the issues that were resolved by the war as well as those that remain unresolved. The course will also seek to place the war within the broader context of the development of military practice in the 19th century. The course will include three trips. The first will be to Manassas to examine the Second Battle of Manassas; the second will be to Fredericksburg, and the last will cover the 1864 Overland Campaign in Virginia.

Joint Warfighting (Secret)

This elective is designed to provide interested U. S. officers a more detailed and focused study of Joint operations than offered in the core curriculum. A single seminar and case study will provide greater understanding of the foundation and impact of the Goldwater-Nichols Act of 1986. The remaining series of seminars and field trips will concentrate on those issues relevant to designing, organizing and operating a Joint Task Force. The principal instructors/seminar

leaders will be various members from the U. S. Joint Forces Command (USJFCOM) Deployable Training Team (J-7) Norfolk, VA and subject matter experts from other PME institutions. This elective will prepare participants to better serve in follow-on assignments as planners or action officers representing functional or component areas within a Joint Task Force. By course completion these officers will have a better appreciation for applicable terminology, processes, command relationships and joint capabilities.

Air Power in Practice, 1939-1991

Writing in the 1920s, Giulio Douhet argued that the advent of aviation had completely changed the nature of warfare. With air power, that is, bombers, a nation could execute a disabling aerial offensive within hours of the declaration of war. Neither ground nor seaborne operations would be possible without command of the air, and indeed neither would be necessary, since wars could be won quickly if air power, controlled by a single air commander, could win air supremacy and strike at the center of gravity of modern nations--their civilian productive resources.

This course explores Douhet's thoughts in detail and examines the major air campaigns of the United States since 1939: the strategic bombing offensives against Germany and Japan, the air war in Korea, the three major air campaigns of the Vietnam War, and the air campaign that supported Desert Storm. In doing so, the course takes up the arguments over the effectiveness of strategic bombing, joint control of air forces, the role of limitations imposed by the national command authority, the laws of war as they relate to air warfare, and whether the success of air power in the Gulf has at last vindicated Douhet.

Causes of War and Peace

When Madeline Albright was nominated to become Secretary of State, she noted that the Munich Crisis was more important to her own mind set than Vietnam. Such a statement underscores the extent to which leaders draw on pre-conceived assumptions concerning the underlying causes of war and peace when they formulate policy. This course will systematically explore various explanations for the underlying cause of war to highlight the assumptions that often drive policy. Some readings will present realist views and others will represent the work of scholars critical of realism. Along the way, the class will draw from a number of cases studied in the core curriculum in order to help students evaluate Thucydides' claim to have written a history that is "a possession for all time."

Indochina to Vietnam

This elective examines the thirty-year war the Vietnamese waged first to gain independence from the French and second to reunite the country under the communist regime of Ho Chi Minh. Following World War II, France reassumed nominal control of its colonial empire in Indochina and immediately faced a strong nationalist movement from the Vietminh, led by Ho Chi Minh. The Vietminh had honored a long tradition in fighting colonial regimes, when during the Japanese occupation of World War II it helped the Allies by fighting its invaders. In the power vacuum following the Japanese surrender in 1945, the Vietminh gained control over much of the

country, including Hanoi and the area surrounding it. When the French returned to their colony, it was to resume the mantle of colonial rule.

The American Revolution

The course on America's War for Independence explores the social and intellectual currents attendant to the revolution with the intent of assessing it in a much broader context: that of the relationship between the war and the society as a whole. As a subset of this broad analysis, the course also assesses the character of the Continental Army and how a band of inexperienced armed revolutionaries, or citizen soldiers, actually conducted the war. The course is divided into three phases: Phase 1 begins with an analysis of the Stamp Act crisis of 1765, and then progresses chronologically from the outbreak of the conflict at Lexington in April 1775 to the eve of the Battle of Saratoga in September 1777; Phase 2 focuses on the Battle of Saratoga, the Campaign for the Middle Colonies, and the war on the American frontier; Phase 3 assesses the War in the South or the so-called Southern Campaign. The final phase begins by tracing General Nathaniel Green's Campaign against Lord Charles Cornwallis and concludes with a detailed analysis of the Battle of Yorktown. Highlight of the course is a three-day field trip to the Carolinas to conduct staff rides of the Battles of Cowpens, Kings Mountain and Guilford Courthouse.

Weapons of Mass Destruction (Secret)

For four decades following World War II, the role of nuclear, biological, and chemical weapons was rarely conceptualized outside the US-Soviet bipolar framework. The study of "weapons of mass destruction" focused almost exclusively on the crucially important questions related to deterring war between the superpowers, extending deterrence to allies, controlling escalation of a superpower conflict if deterrence failed, and terminating conflict on terms favorable to the United States (or to the USSR from the Russian point of view). Based on this paradigm, the strategic implications of nuclear, biological and chemical (NBC) weapons evolved to include central and extended deterrence, counter value and counterforce targeting, mutual assured destruction, and system survivability and retaliatory capability.

Today, however, the US looks toward reshaping strategy, doctrine, and force structure for a multipolar, and potentially hostile multinuclear, post-Cold War world, where maintaining an effective deterrent becomes more difficult. The proliferation of NBC weapons of all kinds and their delivery systems in regions of importance to US national security interests necessitates increased study and analysis of the role of NBC weapons in the post-Cold War environment. The main thrust of this course is that global and regional conflicts in the post-Cold War are likely to exacerbate the competition by nations and by sub-national groups to acquire and develop nuclear, biological, and chemical weapons as substitutes for large conventional forces. The key to understanding the strategic implication of NBC weapons today is not whether proliferation is dangerous to global security, and hence to US interests, but whether they are conducive to a more stable global security environment if managed appropriately. For the warfighter, however, the real challenge is to minimize the impact of these weapons during conventional military operations. The purpose of this course is to debate these complex issues in some depth.

Churchill As War Leader: WWII

This is a seminar on Winston S. Churchill's war leadership and on World War Two. Both are approached through the six volumes of Churchill's famous history, *The Second World War*. Class presentations by the instructor and students will also incorporate other perspectives, including the criticisms of wartime allies, political enemies, and later historians.

RECURRING THEMES

Throughout the year, the student will be called upon to discern and analyze recurring themes within the curriculum. These themes represent a link between the instruction received and thinking accomplished in each course and subcourse, as well as the curriculum as a whole. The successful discernment and analysis of the recurring themes will provide the student with the framework for relating to the numerous educational objectives and seemingly diverse aspects of the curriculum.

Applicable recurring themes will be stated in each course syllabus. However, the thorough understanding and appreciation of them remain the student's task. Within the context of MCDP 1, *Warfighting*, these themes should enable the student to better face challenges within the academic and operational worlds. Listed below are some examples of recurring themes:

- { Joint warfare and operational planning systems
- { Coalition warfare and geo-strategic considerations in regional operations
- { Campaign planning; deployment, employment, redeployment of forces
- { Leadership, command, core values and ethics
- { Intelligence preparation of the battlefield; the primacy of intelligence in maneuver warfare
- { MAGTF considerations throughout the range of military operations
- { MAGTF doctrine application to the changing conditions of warfare
- { Staff planning cycle considerations and their relationship throughout the three levels of war

COURSE READINGS

Reading requirements vary from course to course. The reading load is particularly heavy during the first three months of the academic year. Ample professional study and preparation time (PSPT) is allotted for graduate level study. All readings and books are provided to students once they have checked into the College.

The first week of the first course, **Theory and Nature of War**, contains very little scheduled PSPT--therefore, students should read the following books prior to reporting to school:

? ? United States Marine Corps, MCDP 1, *Warfighting*. Headquarters, United States Marine Corps Printing, 20 June 1997.

? ? Clausewitz. *On War*. Ed. Michael Howard and Peter Paret. Princeton: Princeton University Press, 1976. Special emphasis on Book I, Chapters 1-8 (pp. 75-123); Book VIII, Chapters 1-9 (pp. 577-637); and the three Introductory Essays and the concluding Commentary: "A Guide to the Reading of On War".

The following readings are also prominent in the first course or will provide a common historical base from which to draw and should be read as time permits:

? ? Peter Paret. *Makers of Modern Strategy from Machiavelli to the Nuclear Age*. Princeton: Princeton University Press, 1986.

? ? Charles P. Roland. *An American Iliad*. New York: McGraw-Hill, Inc, 1991.

? ? Henry Kissinger, *Diplomacy*

? ? United States Marine Corps, FMFRP 12-18. *Mao Tse-Tung on Guerrilla Warfare*. Tr. Samuel B. Griffith. Marine Corps Combat Development Command Printing, 5 April 1989.

? ? Gerhard Weinberg. *A World at Arms*. Cambridge University Press, 1994.

Throughout the year, students should supplement assigned readings with a newspaper that will allow them to follow foreign affairs and national security issues.

WRITING PROGRAM AND AWARDS

Writing forms a major part of the curriculum at the Command and Staff College because writing is a significant element in the professional responsibilities of field grade officers. Each course at the College includes written examinations or papers, sometimes both. Faculty Advisor Teams grade these papers, and these results form part of the final grade for each course.

Incoming students take a standardized test on writing mechanics and English usage during the first week of instruction. This is done to evaluate where additional instruction may be needed to assist students with their writing skills. **Depending on these results, officers may be required to take a Refresher Course in writing mechanics.** This course, usually taught by an outside instructor, takes place in the afternoons during the *Theory and Nature of War* Course.

Prior to arriving at the College, a review of writing mechanics through the following publications is suggested: the *Harbrace Handbook*, Strunk and White's *Elements of Style*, Diana Hacker's *A Writer's Reference*, or self-paced texts such as *Help Yourself* or *The Writer's Tutor*.

Students applying for the Master's Program prepare an academic paper of a minimum text length of 35 pages. The student must engage two faculty mentors (one with Ph.D.) who, on the basis of their interests and background, agree to mentor the paper. Students are strongly urged to identify potential research topics before reporting to the College. The choice of subject must be approved by a faculty committee chaired by the Associate Dean. The mentors then guide the student during the preparation of the Master's paper. (See College publication, "Master of Military Studies Requirements for the Degree.")

Faculty Advisor Teams evaluate the Master's, core course, and elective papers for the purposes of nominating the best for the writing awards discussed on the next page.

Writing Program Awards

There are six professional writing awards presented at graduation each year. A short description follows:



Private James Hammett, Royal Australian Regiment, presenting the "Brigadier Hammett" award to Major R. Graham Davis, Canada.

The Colonel Franklin Brooke Nihart Award: Presented in honor of Colonel Franklin Brooke Nihart, U. S. Marine Corps, Retired, by his family and the Marine Corps University Foundation to the student who writes the best Master of Military Studies paper. Award: \$600 check and certificate.

The Colonel Bevan G. Cass Awards. Presented in honor of Colonel Bevan G. Cass, U. S. Marine Corps, by the Marine Corps Association to the students whose papers are determined to be the best on a topic concerned with the profession of arms bearing directly on the Marine Corps. Awards: First place, \$600 check and certificate; second place, \$400 check and certificate.

The Lieutenant General John A. Lejeune Award. Presented in memory of Lieutenant General John A. Lejeune, U. S. Marine Corps, the thirteenth Commandant of the Marine Corps by the Marine Corps League to the student whose paper is determined to be the best on a military topic. Award: \$500 check and plaque.

The Lieutenant General Edward W. Snedeker Award. Presented in honor of the late Lieutenant General Edward W. Snedeker, U. S. Marine Corps, by the Armed Forces Communication and Electronics Association Educational Fund to the student whose paper is determined to be the best on a topic related to command and control, communications, information systems or intelligence and suitable for publication in a professional journal. Award: engraved desk clock.

Intelligence Writing Award. Established by the Central Intelligence Agency's (CIA), Office of Military Affairs in 1996, this award is presented to the student whose paper on intelligence or an intelligence-related topic is judged to be most outstanding. Award: engraved medallion.

The Brigadier A. W. Hammett Award. Presented in memory of Brigadier A. W. "Tony" Hammett, AM, Royal Australian Regiment, by the members of his U. S. Marine Corps Command and Staff College Class of 1975-76 to the International Military Student whose paper is considered most outstanding on a subject of value to the individual student's country. Award: engraved clock.

ACCREDITATION

The Marine Corps University is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679- 4501) to award a Master of Military Studies degree through the Command and Staff College.



MASTER OF MILITARY STUDIES

There are two ways a resident College student may seek graduate credit hours for the academic year. One is to be accepted into, and complete the work for, the *Master of Military Studies Program*, initiated in academic year 1993-94. The President of Marine Corps University grants this degree.

A second possibility for graduate credit is transferring Command and Staff College "hours" to a graduate program at another college or university. In the past, institutions have accepted a limited number of credit hours towards a master's degree. The number of transferable hours varies according to (1) the graduate program itself, and (2) the determination of the receiving College or University.

Over 700 students have subsequently elected to seek the Master of Military Studies degree since initiation of the program, for which there are several requirements beyond the core curriculum. *The Master of Military Studies is a voluntary program; "Distinguished Graduate" status is unaffected by a student's decision to enter into, or withdraw from, the MMS program.*

MMS PURPOSE: There are two purposes for the Master of Military Studies program. The first is to encourage the students to inquire deeply into an area of professional significance, academic importance, and personal interest. The second purpose is to improve the student's ability to conceive and execute an extended formal inquiry.

MASTER OF MILITARY STUDIES DEGREE

Although admission requirements to Command and Staff College are generally controlled by each service's manpower department, admission to the College's Master of Military Studies Program is limited to those officers who also meet these requirements:

- ? ? The candidate must hold a bachelor's degree and must ensure the institution sends an official transcript to the Command and Staff College Registrar by the designated date. Candidates should make similar arrangements for transcripts of any graduate-level education they may have.
- ? ? The candidate must speak and write English with demonstrable proficiency. International Officers must attain a minimum score of 95 percent on the qualifying examination administered by the Command and Staff College.
- ? ? Candidates, including International Officers, must earn an unremediated "B" in all Command and Staff College courses, including electives.

? ? The candidate must, at the time of application, have signatures of concurrence from both Conference Group Faculty Advisors.

? ? The candidate must meet the prescribed deadlines for progress on the master's paper.

This degree is available through the resident College course only.

EVALUATIONS

The aim of all evaluations is to determine whether a student has achieved the educational objectives of a course of instruction. All evaluations require a practical application solution or a narrative/essay response. In some cases oral briefings are used to amplify/defend the student's solution/answer.

GRADED EVALUATIONS. Faculty Advisor Teams will evaluate all examinations and assign a grade (A, B, or C) in accordance with the criteria defined in the CSC Standing Operating Procedure. As a graduate-level institution, it is the policy of the Command and Staff College that a grade below B constitutes unacceptable performance and requires remediation. Remediation is the responsibility of the officer, with the Course Director and Faculty Advisor Team assisting throughout the remediation process.

STUDENT EVALUATION OF THE COMMAND AND STAFF COLLEGE

As part of the continuing effort to improve the curriculum of the Command and Staff College, an evaluation of the instruction is conducted through class/course critiques. These critiques are distributed and collected electronically via the College's intranet. Mid-year and end-of-year critiques dealing with aspects of school life not associated with an instructional course will be given to all students. All critiques are treated with confidentiality and students are encouraged to give the College their complete and candid thoughts.

COURSE EVALUATIONS. At the end of each course/subcourse, officers are required to complete a course critique. These critiques will be deployed via the intranet at the beginning of each course and collected within 5 days of course completion. These critiques are designed to provide feedback to the faculty on the overall effectiveness of the course. Comments should address those aspects of the course the student found particularly effective or that need improvement from the standpoint of achieving the educational objectives.

Additionally, within the first year after graduation, evaluation questionnaires will be forwarded to graduates and their reporting seniors for additional comments and recommendations. All of these evaluations are considered in planning for the Syllabus of Instruction and the conduct of the curriculum.

DISTINGUISHED GRADUATE PROGRAM

The Distinguished Graduate Program provides an opportunity for the College to appropriately recognize those graduating officers who have made the most significant contributions, both academically and professionally, during the academic year. Approximately twenty percent of the class will be recognized as Distinguished Graduates.

CURRICULUM SUMMARY

The Command and Staff College curriculum is a graduate-level educational program designed to prepare field grade officers to successfully lead the Armed Forces through the 21st Century. The College's focus is to develop "MAGTF OFFICERS" who thoroughly understand the unique flexibility and capabilities of Marine Air-Ground Task Forces and are capable of planning for and employing them at the operational and tactical levels of war in a joint and/or multinational environment. The learning process is characterized by active participation and interaction, concentrated study, and critical analysis on the part of each student. The end result is graduates who can adapt to the changing conditions of warfare and fight successfully on any future battlefield.

Chapter Five

~ School of Advanced Warfighting ~

The School of Advanced Warfighting

MISSION

The School of Advanced Warfighting provides a follow-on, graduate-level professional military education for selected field grade officers who have completed the Marine Corps or a sister service command and staff college course. The course develops complex problem solving and decision making skills that can be used to improve the warfighting capabilities of an organization at the operational level.

INTENT

The School's intent is to concentrate – in selected field grade officers – decision-making and complex problem solving experience at the operational level using historical and contemporary issues as a framework and building blocks. In so doing, these officers are preparing for appropriate high-impact, MEF-level and higher service, joint and multinational billets, without prejudice to future command potential. Distinctive long-term influence in both command and staff billets is anticipated.

COURSE OBJECTIVES

Curriculum goals are derived from the mission and intent of SAW and define the broad topic areas the curriculum is designed to address. The three courses of study in the curriculum are designed to enable SAW graduates to:

Foundations of the Operational Art

? ? Analyze the influence of key American national values on contemporary military institutions.

? ? Understand the relationship between political and military goals, and how national-level institutions prepare for and fight wars.

? ? Be able to analyze the basis of the mission, organization, doctrine, or policies of a military organization.

? ? Understand how the Joint Chiefs of Staff, the unified and specified commands, and other elements of the operational command structure actively contribute to the preparation for, and execution of, joint and combined military campaigns.

? ? Understand the nature of “people’s war” as a form of recurring conflict and its implications for planners and commanders.

? ? Understand the nature of military operations other than war and the strategic and operational implications of U.S. national strategy, regional conflicts, and local culture for planners and commanders preparing for such operations.

Operational Planning

? ? Understand campaign design and operational decision making.

? ? Apply enhanced military judgement to mission analysis and the development of operational-level concepts of operations during planning exercises.

? ? During battlefield campaign rides, apply the results of classroom study of a campaign to observation of the actual terrain in order to develop a clearer appreciation of operational issues.

Future Warfighting

? ? Understand how military organizations innovate, adapt, and change.

? ? Describe the likely implications for a military organization when one or more of that organization's basic tenets changes.

? ? Determine those cultural and political characteristics of a region which should be considered when developing strategic and operational objectives for future deployment and employment of military forces.

? ? Study the nature of "revolutions in military affairs" in order to develop insights into the changing patterns of warfighting.

STUDENT SELECTION

The significant contribution SAW provides to the defense of the United States demands selection of the very best candidates for admission.

SAW accepts into each new class up to 15 Marines plus sister service and international officers. Admission is limited to the 24 best qualified officers available. In the admissions process, the following are issues of concern:

? ? the student's reasons for his/her interest in SAW;

? ? career pattern to date;

? ? operational background;

? ? academic potential; and

? ? proven verbal and written communications skills.

SAW is critically interested in representation by sister services. The active search for candidates extends to other service intermediate level schools and includes qualified candidates from allied nations.

SAW strives to bring the best minds and the best talent to the class. The selection process begins each Fall with a briefing to the current Command and Staff College class and other sister service schools, followed with a request for applications. The one-page application is endorsed by faculty advisors, who have consciously looked for superior candidates since the beginning of the academic year.

Each Command and Staff College applicant is interviewed during November by a formal board consisting of the Command and Staff College Deputy Director, Dean of Academics, the Head of the School of Advanced Warfighting, and Professors from the School of Advanced Warfighting. Sister service school applicants are interviewed by Head, SAW during his briefing visit to each school.

The board's recommended selections are forwarded to the Director of Command and Staff College and the President of Marine Corps University. Their endorsements are forwarded to each service's headquarters for a final records check and for final authority to enroll.

COURSE METHODOLOGY

SAW is a "problem-solving and decision-making" course, rather than a "planning" course, although planning is something studied and practiced extensively. The majority of the learning exercises of the School of Advanced Warfighting can be described as follows: The student is presented with a mass of information and given a problem to solve. The problem may be to answer a discussion question, devise a campaign plan, make decisions in a wargame, develop a briefing, submit a point paper, conduct a staff study, or carry out additional research for an essay on an assigned topic. The process becomes iterative: break the problem into its elements, solve these, relate the partial solutions to the greater problem, identify the question on which the whole problem turns, and finally, resolve that question or problem. Implied is the potential for an inherently greater tempo and experience in recognizing and then discarding distracting, non-critical information.

The study of military history develops the analytic mind of the officer, enhances the understanding of military issues, and facilitates the officer's future decision-making efforts. Historical studies are not used didactically; rather, they are approached without bias so that the conclusions resulting from a thorough analysis of established facts can then be evaluated without prejudice. Unable to anticipate all the problems which the graduates might face in their further military service, SAW seeks to equip them to solve any problem which might arise.

SEMINAR

The seminar is central to the conduct of the academic year and ensures success in meeting lesson objectives. In preparation for a seminar, the seminar leader, whether a faculty member or visiting scholar, organizes a set of readings that enable the student to examine the issue under study. Alternative viewpoints or interpretations, conflicting data, etc., are also presented.

In conjunction with the readings, discussion questions are posed to further guide the students in their preparation for the following seminar. These questions are designed to provoke debate and, ultimately, foster a comprehensive understanding of the underlying issues.

In the seminars, students are expected to *contribute* regularly and substantively, without either dominating the session or avoiding engagement. **The key to developing the unique potential of SAW graduates lies largely within the seminar experience.**

CURRICULUM DESCRIPTION

The curriculum is distinguished by three interrelated courses of study:

**Foundations of the Operational Art
Operational Planning
Future Warfighting**

The lessons in *Foundations of the Operational Art* are concerned with the campaigns, military innovations and contemporary institutions which, taken together, permit analysis of the evolution of the (primarily) American military. Beginning with America's colonial wars, the distinct set of national values that continue to exert influence on our nation's approach to defense and war is examined. Where appropriate, case studies of conflicts involving other sets of belligerents are also examined. These not only provide examples of similar problems in dissimilar environments but also highlight the sources of many of the imported aspects of the American approach to war. The study of military innovation allows the student to appreciate better the impact of changing conditions on the evolution of operational art. Finally, contemporary institutions, both political and military, are considered in terms of their evolution, their approach to problems in the recent past, and how the attendant experiences exert their influence now.

Operational Planning consists of a series of planning problems during which students execute selected steps of the staff planning process. Emphasis is placed on mission analysis and course of action development that are further refined into a sound and functional concept of operations. The Marine Corps Planning Process, as presented by members of the MAGTF Staff Training Program, provides the framework for plan development in each exercise. The SAW students act as Operational Planning Team leaders and facilitators in teaching the Marine Corps Planning Process to the Command and Staff College students.

In the course of the school year, two *Campaign Rides* are made to areas that lend themselves to the study of warfare at the campaign level. During the fall, several battlefields of the 1864 Virginia Campaign are studied; in the spring, several European battlefields and other points of interest are visited. Thorough study of the operational issues is made of each campaign beforehand, in order to maximize the value of the field studies. These Campaign Rides give the students an opportunity to carry out a most important aspect of campaign studies: walking the ground after in-depth study.

Future Warfighting deals with the importance of recognizing the possibility (if not probability) of existing paradigms losing their relevance under the pressure of changing conditions. While several lessons under Foundations of the Operational Art offer illustrative evidence of "future war past" and how change has been confronted, this section also provides the students with readings on, and exposure to, existing agencies and institutions and their efforts to anticipate and prepare for change and the future. In conjunction with these subcourses, each student is required to develop a formal paper dealing with the consequences of significant change negating underlying assumptions concerning doctrine, operational practice, equipment or organization.

EVALUATIONS

Individual written requirements and frequent oral presentations constitute the graded output of the School. The goal of the SAW Writing Program is to develop the student's written communication skills such that they write with increased clarity, crispness, conciseness and focus in a manner that facilitates each student's individual style of expression. Writing assignments are designed to develop sound and effective research skills; produce well-reasoned, coherent and supportable conclusions; advance an argument and convincingly defend a position; and develop the ability to condense information into a compact, effective written product. Oral presentations take the form of formal briefings and less formal contributions in seminar. The intent is to provide frequent experience in offering well-organized comments that reflect intellectual synthesis and contribute synergistically to seminar-oriented discussions. The faculty of the School of Advanced Warfighting evaluates written and oral requirements using guidelines established by the Director, Command and Staff College. The intent of the evaluative mechanism is to signal to the student measurable strengths and weaknesses, in order to allow for improvement through the school year.

THE CLIFTON B. CATES AWARD

Presented in memory of General Clifton B. Cates, US Marine Corps, the nineteenth Commandant of the Marine Corps by the Navy League. These awards are presented to two School of Advanced Warfighting students most deserving of special recognition for their year-long, sustained demonstration of problem-solving capabilities, writing abilities, participation in practical exercises, and daily exchange of ideas as acknowledged by both SAW faculty and students. First (engraved watch (valued at \$100) and a certificate) and second (\$100 Savings Bond and certificate) place awards are presented

SAW ORGANIZATION

Head, School of Advanced Warfighting. The Head of SAW is responsible to the Director, CSC, for policy and coordinates through the Dean of Academics for curriculum matters and the Deputy Director for personnel issues. Head, SAW is typically a post-battalion command, active duty USMC Lieutenant Colonel who is a graduate of both SAW and a top-level school. The School Head is assisted in this endeavor by the school's two civilian faculty members and the Command and Staff College Department of Academics.

Class President. The Class President is the senior U.S. Marine Corps officer in the class. He or she is the point of contact with the Head, SAW for the student chain of command. The Class President coordinates the administrative, academic, athletic, social, and military activities of the class.

Chapter Six

~Educational Support Services~

Educational Support Services

MARINE CORPS RESEARCH CENTER

The library at the Marine Corps Research Center (MCRC) has significant printed and electronic information that can directly assist Command and Staff College officers. The library has some 127,000 bound volumes, pamphlets, periodicals, microforms, manuals, and government documents. Its librarians can often find information easily located or suggest additional reference sources.

The library has begun to acquire two substantial microform collections that will benefit any officer writing on post-1945 national security policy. The first collection consists of a subscription to the *Declassified Documents Retrieval System*, a microform collection (with annual indices) that contains declassified or sanitized documents on national security affairs made available since the mid-1970s, chiefly from presidential libraries. The second collection comprises several compilations of declassified documents from the private National Security Archive in Washington, D.C. These compilations, which are indexed, include materials relating to US policy toward Iran and intelligence activities overall.

The Marine Corps Research Center (MCRC) serves as the computerized central location of Marine Corps warfighting information. As such, it acts as a data repository for the Marine Corps University public access documents. This includes titles, periodicals, correspondence courses, faculty/student guides, as well as the entire warfighting collection from base libraries (books, Marine Corps Lessons Learned, historical documents, oral histories, speeches, and maps). It also provides search and retrieve capability of military and civilian public access data. MCU students, faculties, and staff, as well as Marine Corps wide users, are able to gain information on many topics through hard, soft, or telecommunications media.

? ? Word processing, database management, spreadsheet, and graphics capabilities are intrinsic components of the MCRC system available to the students, staffs and faculties. The MCRC also provides the means for personal communication between members of the Marine Corps community via electronic communications using Microsoft Outlook.

? ? MCRC is composed of six sections for which system requirements have been identified. These six sections provide a staff to support the student and faculty research efforts:

- ^ Archives Branch
- ^ Collections Department
- ^ Circulation Department
- ^ Family Library
- ^ Reference Library
- ^ Administrative Offices

THE CLASSIFIED MATERIAL CONTROL CENTER

The CMCC, located on the third deck of the Combat Development Center, provides MCCDC security for classified research material. Documents maintained are primarily Technical Publications, Naval Warfare Publications, COMTAC Publications (Classified and Unclassified), Field Manuals, Technical Manuals, DA Pamphlets, Operation Orders and Reports (USMC, USN, USA), Standing Operating Procedures (Fleet Marine Forces, Divisions, Wings), Technical Reports (DoD and contractor research organizations), intelligence documents (USAF, USA, CIA, Defense Intelligence Agency, USMC, USN, and Dept. of State), Student Individual Research Projects, and Flight Handbooks (aircraft in the Marine Corps inventory). The Center's hours are from 0730-1630, Monday through Friday.

RESOURCE LIBRARIES IN GEOGRAPHIC AREA

Local civilian libraries. The library at Northern Virginia Community College (NOVA) in Woodbridge is also available for your use; the reader printer at NOVA can print copies of major newspaper articles from microfilm. The Prince William County Library in Manassas has a current index of *Washington Post* articles (MCRC has only 1974-1976). The public libraries in Fairfax County, Arlington County and Alexandria are very good, too, although none of these has specialized collections in military affairs and none compares with the research libraries discussed below.

Department of Defense has a number of good libraries, where journals and books may be consulted. In particular, there is the old War Department Library that forms the core of the extensive Pentagon Library, the Navy Department Library at the Washington Navy Yard, and the Marine Corps Historical Center Library also at the Navy Yard. Unfortunately, these libraries are only open during working hours during the week. CSC officers cannot borrow directly from any of these libraries but can photocopy from extensive periodical holdings, inspect books, and obtain citations for borrowing via inter-library loan.

Major universities in the area have extensive collections well worth consulting. Among these are the libraries at Georgetown University and George Washington University in Washington itself and the University of Maryland at College Park. For a small fee (\$50), the library at Mary Washington College in Fredericksburg, and for a larger fee (\$125), the larger research library of the University of Maryland at College Park will provide borrowing privileges.

The **Library of Congress** is in a class by itself and is open six days a week, including evenings on Mondays, Tuesdays, and Thursdays. There is no access to its stacks, however, and patrons must wait an hour or so for materials to be brought up.

ARCHIVES

Generally speaking, a paper that represents only personal experiences carries little weight. Officers at the Command and Staff College who write on any subject connected with warfighting should ground their papers on the experiences of their chosen subject in the Persian Gulf War or other deployments.

Officers may desire to consult archival materials for certain historical topics. In April 1995, President Clinton signed an executive order that established new declassification guidelines facilitating access to previously classified documents older than 25 years (MCRC is beginning to declassify documents previously off limits). Although many classified documents much older remain off limits due to their subject matter (weaponry, espionage, foreign governmental concerns, and other exceptions), the burden of keeping materials out of public hands now rests with the holders of the documents. As a result, the opportunities for research on post-1945 national security affairs topics are greater now than they have ever been. The following archives in the area contain primary sources of great value to a sustained study of any topic.

The **MCRC Archive Branch** has substantial collections of private and official papers going back to the American Civil War and running through Desert Shield/Desert Storm. In addition, it has documents tracing the evolution of amphibious warfare from the 1890s to the present. The Archive Branch holds the personal papers of a number of major figures in the Marine Corps. Holdings include important materials on World War I, World War II, the Korean War, and Desert Shield/Desert Storm. Its collection includes materials relating to Marine Corps "small wars," Marine Corps roles and missions, studies and reports from World War II through the 1970s, and research and development. Its holdings are particularly strong in material on education at Quantico, including lectures dating from the 1920s. The archives are open during the week with Thursday evening hours until 2100 and may be used weekends by appointment.

The **Marine Corps Historical Center** at Building 58 of the Navy Yard is open during the week and is a gold mine of information on USMC operations. The staff includes historians who can offer specific information and guidance. Telephone is (202) 433-3837 [DSN 288].

The Navy Yard is also the home of the **Navy's Operational Archives**, which is open Mondays to Fridays from 0900 to 1630. Located in Building 57 opposite Leutze Park, it includes substantial classified material as well as a wealth of unclassified material. There are also official historians at the Center who can discuss student's work and offer guidance for both archival and published sources. There is limited photocopying and the telephone number is (202) 433-3224 [DSN 288].

The **Center for Air Force History** is temporarily at the Naval Air Station, Anacostia, Building 94. It maintains a modest archive of oral histories (some classified) and Air Force documents. It is open weekdays, but it is advisable to call for an appointment and transmit your clearance. Telephone: (202) 404-2222 [DSN 754].

The Army's **Center of Military History** (CMH) is located in Building 35 of Fort Leslie McNair in Southwest D.C. It contains a small library and archival materials, notably oral histories for the Vietnam and Persian Gulf Wars. Additionally, CMH maintains an end-of-tour interview program within the Army Secretariat and Staff. It is open weekdays 0730-1600, but it is best to make an appointment by calling the Operations Officer at (202) 685-2706, the archives at 685-2194, or the Field Programs Branch (for unit histories) at 685-2733.

Another major source of Army history is its **Military History Institute** (MHI) at Carlisle Barracks, Pennsylvania--a short drive from the D.C. area. The MHI offers an unparalleled repository of Army records encompassing warfighting from the Revolutionary War to the Persian Gulf War. The MHI holds more than eight million books, periodicals, manuscripts, photographs and audiovisual materials that cover war throughout American history. Archival

sources are especially strong in diaries, letters, personal papers, and oral histories of hundreds of prominent generals and tens of thousands of junior officers and enlisted personnel. Researchers can stay at Washington Hall, a century-old lodging within walking distance of the MHI. For general information and directions, telephone (717) 245-5008 [DSN 242]. Apart from Federal holidays, the MHI is open from 0800 to 1630 during the week, except Wednesdays when it opens at 1130.

Military records in the **National Archives** are divided between Archives I, which is in downtown Washington (Metro stop: Archives), and Archives II, which is in College Park, Maryland (Metro stop: Prince George's Plaza and R3 bus). For the most part, military records pre-dating the Second World War are housed in Archives I, and records from the Second World War onwards are at Archives II.

Records are organized and arranged by what the Archives calls "record groups" based on the originating agency and the nature of the records. The extent of collections varies. For example, records of the CJCS comprise RG 218 and are complete through 1970. Central files of the JCS are complete only through 1961. Records of the Office of the Secretary of Defense (RG 330) end in the mid-1950's. Inventories are very complete, and archivists can be very helpful, if students first make an appointment.

The **Archives I** Reference Branch is in Room 11W of the National Archives at 8th and Pennsylvania Ave., NW, Washington, DC, 20408. Their telephone number is (202) 501-5385.

The **Archives II** reference Branch is in Room 2400, Archives II at College Park, 8601 Adelphi Park, College Park, MD 20740-6001. Their telephone number is (301) 713-7250.

The **Center for Naval Analyses (CNA)** in Alexandria maintains a collection of all its publications and is open to official researchers by appointment. Despite its name, CNA has published a lot on the USMC. Call Linda Harper at (703) 829-2121.

INTERNET AVAILABILITY

Students have Internet access for research and to supplement course materials provided throughout the academic year. Access is provided on computers in each conference room and the multi-media room. The Marine Corps University (MCU) Web page address is www.mcu.usmc.mil. From it you will be able to login to your student e-mail account from home or go to the CSC or other University Web pages and links.

MARINE CORPS UNIVERSITY FOUNDATION

The Marine Corps University Foundation is a private organization operated for the purpose of helping enhance and enrich the advanced education and leadership training of United States Marines through financial support of the Marine Corps University and Fleet Marine Forces and separate commands. The Foundation was incorporated in the Commonwealth of Virginia, June 25, 1980, as The Marine Corps Command and Staff College Foundation.

The focus of Marine Corps education has always been on fostering effective leadership. Since its inception, the Foundation has supported this objective by sponsoring numerous educational programs, such as, The Major General John H. Russell Leadership Conference, The General

Graves B. Erskine Distinguished Lecture Series, The Major General Matthew C. Horner Chair of Military Theory, The Brigadier General H.L. Oppenheimer Chair of Warfighting Strategy, The Guy P. and Vivien Wyser-Pratte Humanitarian Operations Chair, The Robert A. Lutz Distinguished Chair of Military Studies, and The Distinguished Chair of Contemporary Military Affairs. Additional support is provided for The Marine Corps Media Symposium, The General Gerald C. Thomas Endowment Fund for Amphibious Warfare Research, The Command and Control Systems School Symposium, The Basic School Reflection Series, and The Walter K. Singleton Lecture Series. The Foundation also sponsors several student and faculty awards for research and teaching excellence.

The activities of the Foundation are directed by its Board of Trustees, distinguished American leaders in business, education and the military, and is managed by the Chief Executive Officer located at Quantico. More information about the Foundation can be obtained by writing to:

Chief Executive Officer
The Marine Corps University Foundation, Inc.
P.O. Box 122
Quantico, VA 22134
(703) 640-6835

Chair holders for Academic Year (AY) 2001-2002 are:

Major General Matthew C. Horner Chair of Military Theory

Dr. Jeffrey G. Grey, Associate Professor, School of History, University of New South Wales. The Horner Chair provides a one-year, resident scholar who lectures at all the University schools and offers an elective at the Command and Staff College (CSC). This is Dr. Grey's second year. In AY 2001, Dr. Grey taught a highly-rated elective on Korea and led his group on an 8-day trip to the Republic of Korea.

Brigadier General H. L. Oppenheimer Chair of Warfighting Strategy

Provides the University with a preeminent visiting scholar in the area of military history or national security affairs. (Will not be filled in AY 2001-2002)

Vivien and Guy Wyser-Pratte Humanitarian Operations Chair

Mr. H. Roy Williams, former Director of the Office of U.S. Foreign Disaster Assistance. This Chair provides subject matter experts to support the University's diverse curricula. Mr. Williams is serving a second year. He supported the College's Military Operations Other Than War Course and lectured on "Military-Nongovernmental Organization Relations During Humanitarian Assistance Operations."

Robert A. Lutz Distinguished Chair of Military Studies

Major General Donald R. Gardner, USMC (Ret.), Chief Executive Officer, Marine Corps University Foundation. General Gardner brings to the University over forty years of Marine Corps command and staff experience at a variety of levels. His academic interests are equally varied. He lectures at each of the University's schools throughout the year and taught a highly-rated elective entitled "Challenges to U.S. Interests in Northeast Asia" at CSC in AY 2001.

Distinguished Chair of Contemporary Military Affairs

This chair provides the University with numerous academic experts in contemporary issues to augment the individual school's curriculum each year. These scholars are at the University throughout the year and are engaged in various educational settings.

Chapter Seven

~Academic Life~

ACADEMIC LIFE

WEEKLY SCHEDULE. A weekly schedule is normally issued on Thursday for the following week's instruction. The weekly schedule is annotated by day and hour. It will specify the uniform required, who will attend, the subject, security classification, instructor, location, study assignments, and any pertinent remarks. The weekly class schedule varies during the year depending upon which course is in session.

STUDY ASSIGNMENTS. Study assignments are made to supplement classroom work and in preparation for classroom assignments, requirements, and discussions. All study assignments are published in the course syllabi and weekly schedule.

CLASSES. Students are expected to attend all class sessions unless ill or excused by their Faculty Advisor. **QUESTIONS IN CLASS.** Students will have many opportunities, and are highly encouraged, to ask questions during guest lectures. When students ask/answer questions, or make comments during the lecture, the student will (when recognized) stand, give his name, and then state his question or make a comment.

CLASSIFIED MATERIAL. Classified material may be presented by guest lecturers. The weekly schedule will contain notification of a classified presentation. The Administrative Department will coordinate necessary security precautions in accordance with OPNAVINST P5510.1. **NOTE: STUDENTS ARE REQUIRED TO SHOW THEIR MILITARY IDENTIFICATION CARD TO GAIN ACCESS TO CLASSIFIED LECTURES. ADDITIONALLY, ALL BRIEFCASES, BOOKS, AND NOTE-TAKING MATERIALS ARE PROHIBITED IN THE CLASSROOM DURING CLASSIFIED INSTRUCTION.**

CLASS ORGANIZATION

Students are organized into conference groups, each having a Faculty Advisor Team consisting of a military Lieutenant Colonel/Commander and a civilian professor. A representative conference group will consist of U.S. Marines in various occupational specialties, U.S. Army, Navy, and Air Force officers, two International Military Students (IMS), and a civilian student from a U.S. government agency.

Class President. The Class President is the senior U.S. Marine Corps officer in the class. The Class President is the Deputy Director's (Dean of Students) primary point of contact with the students. The Class President coordinates the administrative, academic, athletic, social, and military activities of the class. The Class President will assign other class members to assist in the functional areas noted. Because of his/her duties to the class, the Class President will not be a permanent conference group leader (described below).

Class Treasurer. The student assigned as Class Treasurer will be responsible for opening and maintaining the class checking account. The class coffee mess dues and other social and operational fiscal responsibilities will be managed and coordinated by this officer.

Class Academic Representative. Spokesperson and, when required, representative of the student academic board (student conference group academic reps) to the Dean of Academics. The Class Academic Representative will normally participate in all Course Content Review Boards (CCRBs). This position entails a substantial amount of additional work. The class academic representative is responsible for preparing a written summary of student comments and ratings for each course (Theory and Nature, Strategy and Policy, etc.) based on the student course critiques and meetings with the student academic board. These reports are due to the Dean of Academics prior to each CCRB.

Class Athletic Coordinator. Responsible for coordinating the intramural and base sports program, U.S. vs. I.O. soccer, Golf Day, and other sports events of the College. Also serves as Chairman of the Athletic Council consisting of student conference group athletic reps.

Class Social Representative. Chief coordinator of the class social program. Wherein individual conference groups often conduct group social activities without reference to other seminar groups, a class social agenda is determined and executed through the combined efforts of the student social representatives. Specific required and optional social occasions will be coordinated through the faculty social representative and the Deputy Director (Dean of Students). Normally, this position is filled by a husband and wife team.

Permanent Conference Group Leader. The senior Marine officer in the conference group is designated as the conference group leader. It is his/her responsibility to organize and lead the group in concert with the Faculty Advisor (FA). This responsibility includes "all manner of things thereunto pertaining" with principal focus on "passing the word" from the Class President and FA down, and from the conference group, up.

CONFERENCE GROUP BILLETS

Members of the conference group will volunteer to represent the conference group in various functional areas and activities required to optimize the College environment. Each group will be required to provide representatives for the group in the following areas:

Administrative/Treasurer. Coordinates administrative and financial activities.

Academic. Serves as a representative in meetings with the Course Director, Dean of Academics, and class academic representative concerning student input into the continuing curriculum feedback and development program. Prepares a written summary of student comments and ratings for each core course.

Social. Coordinates the official and "unofficial" social activities of the group. Normally the Social rep's spouse must also volunteer for this significant responsibility.

Athletic. Represents the group on the Athletic Council. Coordinates the student intramural sports activities.

Communications/Computer. Coordinates all audiovisual and computer requirements for the group.

CONFERENCE GROUP ROTATION

As much of the learning experience is gained through students' interaction in seminars and based on the variety of experiences and perspectives of each, the conference groups are rotated once during the academic year to optimize these benefits. Additionally, this rotation broadens the opportunity for each student to establish personal and professional relationships beyond those of the parent conference group that will endure throughout the future of each officer's career. The rotation will normally coincide with the OLOW course. Students will return to their original conference groups at the end of that course.

DISTRIBUTION OF INSTRUCTIONAL MATERIAL

Student Mailboxes. The College provides a mailbox for each student. In addition to personal mail, orders, memoranda, instructional matter, and communications for individual students will be placed in these boxes. Mailboxes should be checked a minimum of once each day and are to be used for matters directly related to the College.

Electronic Mail. E-mail accounts are set up for each student and are used to transmit memos from the Director, Deputy, Dean, etc. Schedule changes are also passed via e-mail. Accounts must be checked daily and emptied. Individual passwords should be established and protected.

Bulletin Board. Directives, memoranda, and material of specific interest to students are posted on the bulletin board located in the Student Lounge.

Student Message Board. A message board containing unclassified message traffic is maintained in the Student Lounge for student information.

Textbooks and Reference. Textbooks and reference material will be loaned to students as required during the course of the year. Supplements and changes to publications will be issued to students when received. Students are expected to enter appropriate corrections to keep their documents current. Additionally, as these materials are the property of the College, students are expected to care for texts in a manner that allows for continued use by future students. Classified material will be returned to the CSC Classified Material Control Officer prior to the end of the day.

SOCIAL PROGRAM

Although students chosen for the Marine Corps Command and Staff College come from every conceivable occupational specialty, background, and experience level, they all have one common desire -- to get to know the classmates with whom they will serve the rest of their careers. The objective of the Social Program is to bring students together in an atmosphere conducive to the formation of these friendships. It is with this in mind that the Social Program provides opportunities for officers to gather together, as a class, in a relaxed and friendly setting. ALL social events at the College are planned, organized, and executed by the student body. Social activities run the gamut from Sport's Day picnics, to a formal Mess Night. Families are not forgotten, as the class hosts a family picnic in the fall and a Christmas party (including a visit by Santa Claus). Lifetime friendships that will literally span the globe are forged in the classroom,

on the playing field, and in formal and informal social settings. In summary, the Social Program is an active part of the College program and contributes significantly to its success.

ATHLETIC PROGRAM

The Command and Staff College sports program is designed to promote *esprit*, physical conditioning and develop leadership skills through athletic competition. The program consists of two annual sports-day competitions with events such as softball, volleyball and basketball. There are also fall and spring golf tournaments. During the two sports' days, conference groups enter a team in each sporting event. A Director's Cup is awarded at the end of the year to the conference group that accumulates the highest point totals during the sports-day competitions. Scores from the spring Physical Fitness Test are also figured into the awarding of the Director's Cup. This program stimulates honest competition and fosters camaraderie amongst the student officers. The College also sponsors two annual competitions between the US officers and the International Military Student Officers in soccer.

PHYSICAL FITNESS TEST/WEIGHT STANDARDS. All U.S. officers are required to take the USMC Physical Fitness Test which is administered semiannually, usually in the September/October and April/May time periods. The test consists of pull-ups, crunch style sit-ups, and a three-mile run. Women substitute the flexed arm hang for pull-ups. In addition to maintaining physical fitness, all officers are expected to report in and maintain themselves within the weight standards for their respective service throughout the academic year.

LOCKERS. Limited men's lockers and shower facilities are available in the basement of Ellis Hall (adjacent to Breckinridge). The women's facility is in the western end of the complex in Dunlap Hall.

INTERNATIONAL MILITARY STUDENT PROGRAM

Since 1943, hundreds of International Military Students (IMS) have attended Command and Staff College. Each year there are 24 field grade officers who represent the Army, Navy, Air Force, Special Forces, and Naval Infantry/Marine Corps of their respective countries. These officers attend the course alongside their U.S. classmates, with the exception of limited classified instruction.

The IMS officers arrive at the College approximately one month prior to the start of the regular course. This early arrival includes three weeks of orientation where he learns about the Quantico area, tours the College, is introduced to the personal computers and e-mail systems, and learns to use base services. Additional classes provide the student a foundation in U.S. history, politics, government, and human rights. Especially important is the student's first look at the Marine Air-Ground Task Force.

Following orientation, they participate in a comprehensive American Studies and Military Education Program in parallel with the regular course of instruction. The American Studies program consists of forums, seminars, and field trips exposing them to as much of American life as possible within the academic year. This program also includes visits to numerous local, state and federal government facilities in the Washington, D.C. area, the capitol complex, Supreme Court, and the White House. The IMS officer may also receive briefings at the State Department, National Security Agency, and other local, state, and federal agencies, as well as

visits with respective government officials. Additionally, officers attend plays, various cultural events, and visit historical sites such as Yorktown, Monticello and Williamsburg. Attention is also paid to industry through trips to factories and talks with management and labor representatives.

In addition to examining cultural, social and government issues, the IMS officers also participate in an extensive military education program of field trips to military bases and facilities of all the services across the country. These trips enhance understanding of the quality of service life, force structure, weapons procurement, and the fundamentals of joint/combined organization and operations, as well as complement the regular course curriculum.

As one would expect, the international officers are sponsored by volunteers from among their U.S. classmates while in this country. Military sponsors provide assistance to the officers and their families as they settle into the Quantico area and throughout the academic year. Sponsors are often true "lifesavers" as they help their international classmates adapt to U.S. life, culture, and the academic rigor of the College. Additionally, local Rotary Clubs volunteer to sponsor IMS officers throughout the academic year, providing them a civilian perspective on life in the United States. Although a tremendous emphasis is placed on educating the international officer, any U.S. officer who has attended the course would quickly affirm that the process is definitely a two-way street. Personal and professional relationships developed during the year become very strong and stand the test of time. This program adds an important dimension and quality to the College.

The following countries are represented in the Class of 2002: Argentina, Australia, Bahrain, Brazil, Canada, Croatia, Egypt, France, Israel, Italy, Japan, Jordan, Korea, Lithuania, Malaysia, Mexico, Norway, Philippines, Saudi Arabia, Singapore, Sweden, Thailand, United Arab Emirates, and the United Kingdom. If you are interested in sponsoring an international officer, please contact the CSC IMS Coordinator, LtCol Altman at DSN: 278-1006 or 703-784-1006.

GLOSSARY OF TERMS

To help the officer new to the College understand some of the terms and acronyms most frequently used in this catalog, the following glossary is offered:

Academic Year (AY): The period from Convocation (August) to Graduation (June), during which the students participate in the CSC Curriculum.

Assistant Instructors (AI): Faculty members working in support of a Course Director.

Chair: One of the academic positions filled by experts in a field related to the College's curriculum for a specific time period. All of the Chairs provide lectures, sit in on seminar, and advise on their particular area of expertise. These positions are funded by the Marine Corps University Foundation or a U.S. Government Agency.

Command and Staff College (CSC): Unless otherwise modified, this is the military organization and the combined schools of the College described as one.

Command and Staff College Curriculum: The curriculum for the Command and Staff College Intermediate Level School (ILS).

Conference Group (CG): The collective membership of students assigned to one of 12 groups during the Academic Year. Rotation of students occurs at various points in the Academic Year to achieve greater student interaction and exposure to more diverse conference group discussions.

Course: A related grouping of instructional blocks taken together to form a major subdivision of a curriculum. Example: *Theory and Nature of War* is a course within the Command and Staff College Curriculum.

Course Director (CD): The faculty or staff member responsible for the successful completion of classes and blocks within a given course of instruction. CDs are responsible for course development, administration, and implementation. They may have assistant course directors assigned to them for their course.

Course Syllabus: A publication prepared for each course which describes the educational objectives, the methodology to be used, student requirements, recurring themes, course critiques, and the schedule of instruction.

Faculty Advisor (FA) Team: The faculty pair, one military member (O-5) and one civilian professor, together are the principal mentors and advisors for a designated conference group.

ILS: Intermediate-Level School (O4 level officers)

IMS: International Military Student. Refers to the officers attending CSC/SAW as service/national representatives of their respective countries.

JPME: Joint Professional Military Education. The process by which officers are educated in the integrated employment of land, sea, air, and space forces at all levels of war.

MAGTF: Marine Air-Ground Task Force.

Marine Corps War College (MCWAR): Senior service school for selected U.S. Lieutenant Colonels/Commanders.

Marine Corps University (MCU): The parent organization for all Marine Corps Professional Military Education (PME) schools and colleges.

Marine Corps University Foundation (MCUF): A private organization operated exclusively for charitable and educational purposes. The Foundation is dedicated to enhancing the advanced professional military education of students assigned to the Marine Corps University in important areas where Federal funds are not available.

Marine Corps Combat Development Command (MCCDC): Responsible for all schools, requirements definition, and doctrinal activities for the Marine Corps.

OPMEP: Officer Professional Military Education Policy. The Chairman's, Joint Chiefs of Staff, policy for coordinating the joint military education of members of the U.S. Armed Forces. This document establishes the objectives for JPME.

PSPT: Professional Study and Preparation Time. Duty time set aside in the weekly schedule specifically to supplement after-hours reading, writing, and study on subjects related to the curriculum.

Read: Read material to understand the scope of the subject; be prepared to locate the material again as a reference.

Recurring Themes: Recurring themes represent a specific means to link the various courses, exercises, case studies, and joint education goals and objectives of the curriculum.

Review: Reread material to recall basic concepts.

Scan/Skim: Browse through material for familiarity with content for quick reference.

School: A complete program of instruction for a distinct student body. As an example, SAW is a school within the Command and Staff College.

School of Advanced Warfighting (SAW): Second year, advanced-study school for selected ILS graduates from all of the U.S. military services and highly qualified International Military Student Officers.

Seminar: A period of discussion that takes place within a conference group--normally preceded by lectures and reading assignments. The seminar, by design, is where students discuss the issues for consideration and are expected to provide comment and opinion--drawing from their operational, service or agency experience. The seminar is where the student is furnished the means of acquiring practical, and practiced, knowledge in everything from the Operational Art to the Art of Command.

Study: Read material carefully, fix the basic principles in mind, and be prepared to discuss when directed.